Term Information

Effective Term   Autumn 2023
Previous Value   *Spring 2023*

Course Change Information

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

We would like this course to be approved for Distance Learning.

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

This course is well-suited for Distance Learning, and offering an online format will make it more accessible to students.

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. It is recommended that Anthropology 2200 and/or 2202 be taken prior to enrolling in this course.
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?	Yes
Is any section of the course offered	100% at a distance
Previous Value	*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

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions
Electronically Enforced   No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code   45.0203
Subsidy Level   Baccalaureate Course
Intended Rank   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

Course Details

Course goals or learning objectives/outcomes	• See those on file.
Content Topic List	• Human health
	• Illness
	• Bio-cultural
	• Evolution
	• Cultural variation
	• Theory
	• Nutrition
	• Growth
	• Reproductive health
	• Aging
	• Infectious disease
	• Mental health
Sought Concurrence	No

Attachments

- Anth_3302_DL_Updated.docx: Updated Online Syllabus

  (Syllabus. Owner: Palazzo,Sarah Rose)

- Anthr_3302_syllabus_GE_HWB.docx: In-Person Syllabus

  (Syllabus. Owner: Palazzo,Sarah Rose)

- asc-distance-approval-cover-sheet-3302.pdf: DL Cover Sheet

  (Cover Letter. Owner: Palazzo,Sarah Rose)

Comments

- Please see the syllabi and the cover sheet signed by Jeremie Smith *(by Palazzo,Sarah Rose on 11/18/2022 10:02 AM)*

- Please follow instructions https://asccas.osu.edu/curriculum/distance-courses

  The distance approval cover sheet filled out by Jeremie Smith and the in-person syllabus have not been uploaded.

  (by Vankeerbergen,Bernadette Chantal on 11/07/2022 03:22 PM)

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Palazzo,Sarah Rose	11/07/2022 09:44 AM	Submitted for Approval
Approved	Guatelli-Steinberg,Debra	11/07/2022 10:14 AM	Unit Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	11/07/2022 03:23 PM	College Approval
Submitted	Palazzo,Sarah Rose	11/18/2022 10:02 AM	Submitted for Approval
Approved	Guatelli-Steinberg,Debra	11/18/2022 10:25 AM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	11/22/2022 11:27 AM	College Approval
Pending Approval	Cody,Emily Kathryn Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	11/22/2022 11:27 AM	ASCCAO Approval

Syllabus: Anthropology 3302
Introduction to Medical Anthropology

Fall XXXX

Course Information

- **Course times and location:** Thursdays XX:XX-XX:XX on Zoom plus weekly Carmen interaction
- **Credit hours:** 3
- **Mode of delivery:** Distance Learning

Instructor

- **Name:** Dr. Barbara Piperata
- **Email:** piperata.#1@osu.edu
- **Office location:** Smith Lab Room 4056
- **Office hours:** TBD
- **Preferred means of communication:**
  - My preferred method of communication for questions are **office hours** (zoom) and/or **email.**
  - My class-wide communications will be sent through the Announcements tool in CarmenCanvas. Please check your notification preferences (go.osu.edu/canvas-notifications) to be sure you receive these messages.

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 dominate 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.

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 Expected Learning Outcomes

As part of the Health & Wellbeing category of the General Education curriculum, this course is designed to prepare students to be able to do the following:

Themes: General	
GE Goal	*Expected Learning Outcome (ELO)*
GOAL 1: Successful students will analyze an important topic or idea at a	**G1.1** Engage in critical and logical thinking about the topic or idea of the theme.

more advanced and in-depth level than the foundations.	**G1.2** Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme. **G1.3** Identify, describe, and synthesize approaches or experiences as they apply to the theme.
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.	**G2.1** 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.
Theme: Health and Wellbeing	
HW GOAL 1: 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.)	**HW1.1** Explore and analyze health and wellbeing from theoretical, socio-economic, scientific, historical, cultural, technological, policy, and/or personal perspectives. **HW1.2** Identify, reflect on, and apply the skills needed for resiliency and wellbeing.

This course fulfills these learning outcomes by:

(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 short writing assignments (What is Health? And Medical Experience Reflection) and accompanying synchronous on-line 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.

How This Online Course Works

Mode of delivery: This course is 100% online. There is one required synchronous (real-time) session in Zoom each week on Thursdays from XX-XX. The rest of your work is found in Carmen and can be completed around your own scheduled during the week.

Pace of online activities: This course is divided into **weekly modules** that are released one week ahead of time. You are expected to keep pace with weekly deadlines but may schedule your efforts freely within that time frame.

Credit hours and work expectations: This is a 3 credit-hour course. According to Ohio State bylaws on instruction (go.osu.edu/credithours), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of "C" average.

Attendance and participation requirements: Research shows regular participation is one of the highest predictors of success. With that in mind, I have the following expectations for everyone's participation:

- **Attendance is mandatory at the synchronous weekly (Thursday XX-XX) discussion sessions held via Carmen Zoom**. I will take attendance for all these sessions and your attendance will count toward your final grade. However, I will also record these sessions and post them in the weekly module in Carmen so that if you miss a synchronous session you can view it at a later date.

- **Participating in online activities for attendance**: **at least once per week**
  You are expected to log in to the course in Carmen every week. During most weeks you will probably log in many times. If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible.*

- **Office hours**: **optional**
  My office hours are optional and will be held via zoom. The link can be found on Carmen under the module titled course basics.

Course Materials, Fees, and Technologies

Required Materials and/or Technologies

- 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.*
- 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 or other book vendor. Used copies should be available.*
- 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 or other book vendor. Used copies should be available.*

Required Equipment

- **Computer:** current Mac (MacOS) or PC (Windows 10) with high-speed internet connection
- **Webcam:** built-in or external webcam, fully installed and tested
- **Microphone:** built-in laptop or tablet mic or external microphone
- **Other:** a mobile device (smartphone or tablet) to use for BuckeyePass authentication

If you do not have access to the technology you need to succeed in this class, review options for technology and internet access at go.osu.edu/student-tech-access.

Required Software

Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Visit the installing Office 365 (go.osu.edu/office365help) help article for full instructions.

CarmenCanvas Access

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you do each of the following:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device (go.osu.edu/add-device) help article for step-by-step instructions.
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new**

codes button that appears. This will text you ten passcodes good for 365 days that can each be used once.

- [Install the Duo Mobile application](#) (go.osu.edu/install-duo) on all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357 (HELP) and IT support staff will work out a solution with you.

Technology Skills Needed for This Course

- Basic computer and web-browsing skills
- [Navigating CarmenCanvas](#) (go.osu.edu/canvasstudent)
- [CarmenZoom virtual meetings](#) (go.osu.edu/zoom-meetings)
- [Recording a slide presentation with audio narration and recording, editing and uploading video](#) (go.osu.edu/video-assignment-guide)

Technology Support

For help with your password, university email, CarmenCanvas, or any other technology issues, questions or requests, contact the IT Service Desk, which offers 24-hour support, seven days a week.

- **Self Service and Chat**: go.osu.edu/it
- **Phone:** 614-688-4357 (HELP)
- **Email:** servicedesk@osu.edu

Grading and Faculty Response

How Your Grade is Calculated

Assignment Category	Points
Attendance	5%
Discussion/Question sets (n=10)	10%
What is Health? (Writing assignment)	5%
Mid-term Exam	25%
Medical Experience Reflection (Writing assignment)	5%
Illness Narrative (Writing assignment)	20%
Final Exam	30%
Total	**100**

See Course Schedule for due dates.

Descriptions of Major Course Assignments
See course schedule, below, for due dates.

- ***Attendance (5%)***: Attendance will be taken at each of the Thursday synchronous zoom session (1 pt per class). To receive points, you must attend the full session. As stated above, these will be on Thursdays from XX-XX. Absences will be recorded as 0 pts. Each student is permitted 2 absences without penalty. See course schedule for dates.
- ***Discussion/Question sets (10%):*** Discussion is an important part of the learning experience. The Thursday synchronous sessions will be dedicated to discussing assigned readings related to the lectures (these are marked "**D**" on the course schedule – see below). To receive discussion credit, 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). Come prepared to participate!

- ***Writing Assignment - What is Health? (5%)****:* 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?

- ***Mid-term Exam (25%)****:* The exam 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 synchronous zoom discussions. Exam date is posted below on the course schedule, as well as on Carmen Modules. The exam will be taken on-line via Carmen, is timed, and is closed book/notes. The exam will be accessible on the date indicated on the course schedule and will be available for 24-hrs. You can log on and begin taking it anytime within that 24-hr period, allowing you some flexibility. Once you log in and begin the exam, the timer will start, and you will have 80 minutes to complete it. We will use Proctorio to monitor the exam so be sure to download the program in advance. Instructions can be found here: https://teaching.resources.osu.edu/toolsets/carmencanvas/guides/getting-started-proctorio-students/installing-proctorio

- ***Writing Assignment - Medical Experience Reflection (5%)***: 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 (20%)****:* 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.
    - <u>Explanatory Model Narrative</u>: This is where you delve into the persons 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.
    - <u>Services and responses to treatment</u>: 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 regiments.
    - <u>Impact on life</u>: The focus of these narratives is on how the illness has affected the persons everyday life including how they think it has changed the way they view themselves, their relationships with other 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.

- ***Final Exam (30%):*** The exam will be cumulative but emphasize the material from the second half of the course. The exam is 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 synchronous zoom discussions. Exam date is posted below on the course schedule, as well as on Carmen Modules. The exam will be taken on-line via Carmen, is timed, and is closed book/notes. The exam will be accessible on the scheduled final exam date, and you can log on and begin taking it anytime within that 24-hr period, allowing you some flexibility. Once you log in and begin the exam, the timer will start, and you will have 80 minutes to complete it. We will use Proctorio to monitor the exam so be sure to download the program in advance. Instructions can be found here: https://teaching.resources.osu.edu/toolsets/carmencanvas/guides/getting-started-proctorio-students/installing-proctorio

Academic integrity and collaboration: Your written assignments, including responses to question sets, should be your own original work. For the three more formal writing assignments, you should follow MLA/APA/Chicago etc. style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in but no one else should revise or rewrite your work. While I also expect your responses to the question sets to be your own work, I encourage you to build community in class and work together on these if your schedules allow – collaboration on these question sets will help you master the material. Exams are taken on-line via Carmen. They are to be completed by you with no assistance from others. They are also closed book/closed note.

THE OHIO STATE UNIVERSITY

College of Arts & Sciences
Anthropology

Late Assignments

Please refer to Carmen and the course schedule below for due dates. Due dates are set to help you stay on pace and to allow timely feedback that will help you complete subsequent assignments. Question sets are meant to help you prepare for discussion; therefore, I will not accept late questions sets. For the three writings assignments (What is health?, Medical experience reflection; Illness narrative) a 10% deduction will be taken per day late (i.e., if turned in 2 days late, 20% will be deducted from your final earned grade).

Instructor Feedback and Response Time

I am providing the following list to give you an idea of my intended availability throughout the course. Remember that you can call 614-688-4357 (HELP) at any time if you have a technical problem.

- **Preferred contact method:** If you have a question, please contact me first through my Ohio State email address or during weekly zoom office hours. I will reply to emails within **24 hours on days when class is in session at the university**.

- **Class announcements:** I will send all important class-wide messages through the Announcements tool in CarmenCanvas. Please check your notification preferences (go.osu.edu/canvas-notifications) to ensure you receive these messages.

- **Grading and feedback:** For assignments submitted by the due date, I aim to provide feedback and grades within **seven days**. Assignments submitted after the due date may have reduced feedback, and grades may take longer to be posted.

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

Other Course Policies

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.

- **Synchronous sessions**: During our Zoom sessions I ask you to use your real full name and a clear photo of your face in your Carmen profile. I also ask that you turn your camera. This also holds if we use breakout rooms. Having cameras on as often as possible and engaging in the discussion will help you get the most out of these sessions. You are always welcome to use the free, Ohio State-themed virtual backgrounds (go.osu.edu/zoom-backgrounds). Remember that Zoom and the Zoom chat make up part of our classroom space where respectful interactions are expected.

- **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. I will provide specific guidance for discussions on controversial or personal topics.

- **Citing your sources**: In all your written work for this course (3 writing assignments and your question sets), please cite your sources to back up what you say. For the textbook and other course books, list the author, date, and page number(s). For online sources, include a link.

- **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.

Academic Integrity Policy

See Descriptions of Major Course Assignments for specific guidelines about collaboration and academic integrity in the context of this online class.

Ohio State's Academic Integrity Policy

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the university's Code of Student Conduct (studentconduct.osu.edu), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the university or subvert the educational process." Examples of academic misconduct include (but are not

limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the university's *Code of Student Conduct* is never considered an excuse for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.
If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

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

- Committee on Academic Misconduct (go.osu.edu/coam)

- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)

- Eight Cardinal Rules of Academic Integrity (go.osu.edu/cardinal-rules)

Copyright for Instructional Materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Institutional Equity:

1. Online reporting form at equity.osu.edu,
2. Call 614-247-5838 or TTY 614-688-8605,
3. Or email equity@osu.edu

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Office of Institutional Equity to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.

- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

Your Mental Health

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 or calling 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 and 24-hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

Accessibility Accommodations for Students with Disabilities

Requesting Accommodations

The University strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services. 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.

Disability Services Contact Information

- Phone: 614-292-3307

- Website: slds.osu.edu

- Email: slds@osu.edu

- In person: Baker Hall 098, 113 W. 12th Avenue

Accessibility of Course Technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations as early as possible.
- CarmenCanvas accessibility (go.osu.edu/canvas-accessibility)
- Streaming audio and video
- CarmenZoom accessibility (go.osu.edu/zoom-accessibility)

Course Schedule

Refer to the CarmenCanvas course for up-to-date due dates.

NOTE: "**L**" on the reading schedule denotes a recorded lecture, which you will access via Carmen; "**D**" indicates a synchronous zoom discussion session where we will discuss the assigned readings and associated question set. "**QS**" indicates you will complete a question set and post it to Carmen (these will be due just prior to the start of the synchronous zoom session).

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

WEEK 7		
Tues (L)	*Theme*: Healers, Healing and Medical Pluralism in the USA ***Readings:*** SSB Chap 8-14 (pp. 108–182)	
(Midterm)	*****MIDTERM EXAM: covers material thru Oct 6*****	*G1.2, G1.3, HW1.1*
WEEK 8		
	THE MEANING AND EXPERIENCE OF ILLNESS	
Tues (L)	*Theme*: Meaning and Experience of Illness ***Readings***: BC pg. 228-229, Chap 23 (pp. 241-248)	G1.2, HW1.1
Thurs	***No class – FALL BREAK***	
Week 9		
	BIOMEDICINE, TECHNOLOGY, AND THE BODY	
Tues (L)	*Theme:* Biomedicine, Technology, and the Body ***Readings:*** BC pg. 261, Chap 25 (pp. 262-273)	G1.2, HW1.1
Thurs (D)	*Theme:* Biomedicine, Technology, and the Body ***Readings***: BC Chap 26 (pp. 274-276), 27 (pp. 277-285) (Upload QS to Carmen by "start of class" time TBD)	G1.1, G1.2, G1.3, HW1.1
WEEK 10		
	CULTURE, ILLNESS AND MENTAL HEALTH	
Tues (L)	*Theme*: Culture, Illness and Mental Health ***Readings***: BC pg. 298-299, Chap 29 (pp. 300-310)	G1.2, HW1.1
Thurs (D)	*Theme*: Culture, Illness and Mental Health ***Readings***: BC Chap 30 (pp. 311-319), 31 (pp. 320-330) (Upload QS to Carmen by "start of class" time TBD)	G1.1, G1.2, HW1.1
WEEK 11		
	APPLYING MEDICAL ANTHROPOLOGY	
Tues (L)	*Theme*: Working with the Culture of Biomedicine ***Readings***: BC pgs. 333-335 & Chap 32 (pp. 336-343)	G1.2, HW1.1
Thurs (D)	*Theme*: Working with the Culture of Biomedicine ***Readings***: 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		
Tues (L)	*Theme*: Stigma and Coping with Chronic Illness ***Readings***: BC pg. 363 & Chap 36 (pp. 364-371)	G1.2, HW1.1
Thurs (D)	*Theme*: Stigma and Coping with Chronic Illness ***Readings***: BC Chap 37 (pp. 372-376), 38 (pp. 377-381) (Upload QS to Carmen by "start of class" time TBD)	G1.1, G 1.2, G1.3, HW1.1
WEEK 13		
Tues (L)	*Theme*: Culture and Nutrition ***Readings***: BC pg. 382 & Chap 39 (pp. 383-393)	G1.2, HW1.1
Thurs (D)	*Theme*: Culture and Nutrition ***Readings***: BC Chap 40 (pp. 394-399), 41 (pp. 400-407) (Upload QS 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, HW 1.2 G1.3, G2.1
WEEK 14		
	GLOBAL HEALTH ISSUES & PROGRAMS	
Tues (L)	Theme: Global Health ***Reading:*** BC pg. 408 & Chap 43 (pp. 418-427), 45 (436-446)	G1.2, HW1.1
Thurs	***No class – THANKSGIVING/INDIGENOUS PEOPLE'S DAY***	
WEEK 15		
Tues (L)	Theme: Global Health	G2.1,

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	Lissa: Foreword, Part 1 & 2 (pp. 11-59)	*HW1.1,* HW1.2
Thurs (D)	Theme: Global Health **Lissa: Part 3 (pp. 60-145)** **(Upload QS to Carmen by "start of class" time TBD)**	*G2.1,* *HW1.1,* HW1.2
Week 16		
(Final)	**FINAL EXAM** **NOTE: Exam is cumulative but emphasizes material since the midterm**	*G1.2, G1.3,* *HW1.1*

SYLLABUS: ANTH 3302
INTRODUCTION TO MEDICAL ANTHROPOLOGY
TERM 20XX

Course overview

Class 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

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 dominate 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:

Themes: General	
GE Goal	*Expected Learning Outcome (ELO)*
GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.	**G1.1** Engage in critical and logical thinking about the topic or idea of the theme. **G1.2** Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme. **G1.3** Identify, describe, and synthesize approaches or experiences as they apply to the theme.
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.	**G2.1** 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.
Theme: Health and Wellbeing	
HW GOAL 1: 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.)	**HW1.1** Explore and analyze health and wellbeing from theoretical, socio-economic, scientific, historical, cultural, technological, policy, and/or personal perspectives. **HW1.2** Identify, reflect on, and apply the skills needed for resiliency and wellbeing.

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

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%**
Total	**100**

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.
  - o <u>Explanatory Model Narrative</u>: This is where you delve into the persons 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.
  - o <u>Services and responses to treatment</u>: 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 regiments.
  - o <u>Impact on life</u>: The focus of these narratives is on how the illness has affected the persons everyday life including how they think it has changed the way they view themselves, their relationships with other 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.

o   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 **<u>no make-up exams</u>** 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).
- 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 and on-line discussion question set.

Date	Theme / Readings	ELO
WEEK 1		
Aug 25 (L)	*Theme*: Review of syllabus, course logistics and expectations, introduction to course *Readings*: **Course syllabus; BC pg. 9-10 & Chap 1 (pp. 13-24)**	*G1.2, HW1.1*
Aug 27 (L)	*Theme*: Basic Definitions and Theoretical Approaches I *Readings*: **BC Chap 1 (pp. 13-24)**	*G1.2, HW1.1*
WEEK 2		
	BIOSOCIAL APPROACHES IN MEDICAL ANTHROPOLOGY	
Sept 1 (L)	*Theme*: Evolution and Human Biological Variation *Readings*: **BC pg. 25 & Chap 3 (pp.39-46), 4 (pp. 47-51)**	*G1.2, HW1.1*
Sept 3 (D)	*Theme*: Biosocial Perspectives *Readings*: **BC Chap 2 (pp. 27-38), 5 (pp.52-57), 6 (pp.58-72)** **(Upload IQS to Carmen by "start of class" time TBD)**	*G1.1, G1.2, G1.3, HW1.1*
WEEK 3		
	HISTORY OF HEALTH	
Sept 8 (L)	*Theme*: History of Health *Readings*: **BC pg. 85-87 & Chap 9 (pp. 99-104)**	*G1.2, HW1.1*
Sept 10 (D)	*Theme*: History of Health *Readings*: **BC Chap 8 (pp. 88-98), 10 (pp. 105-115)** **(Complete GQS on Carmen by "start of class" time TBD)**	*G1.1, G1.2, G1.3, HW1.1, HW1.2*
WEEK 4		
	CULTURAL APPROACHES IN MEDICAL ANTHROPOLOGY	

Sept 15 (L)	*Theme*: Social Inequalities and Health-Structural Violence
	Readings: **BC pg. 116-117 & Chap 11 (pp. 118-126)**
	          Due: Writing Assignment - What is Health?
	          (Upload to Carmen by 5:00 p.m.)
		G1.3, G2.1, HW1.1, HW 1.2

Sept 17 (D)	*Theme*: Social Inequalities and Health *Readings*: **Chap 13 (pp. 140-154), 14 (pp. 155-163)** **(Upload IQS to Carmen by "start of class" time TBD)**	*G1.1, G1.2, G1.3, HW1.1*
WEEK 5		
	ETHNOMEDICINE AND HEALERS	
Sept 22 (L)	*Theme*: Ethnomedicine and Healers *Readings*: **BC pg. 177-179 & Chap 16 (pp. 180-187)**	*G1.2, HW1.1*
Sept 24 (D)	*Theme*: Ethnomedicine and Healers *Readings*: **BC Chap 17 (pp.188-196), 19 (pp. 204-212)** **(Complete GQS on Carmen by 2 "start of class" time TBD)**	*G1.1, G2.1, G1.3, HW1.1, HW1.2*
WEEK 6		
Sept 29 (L)	*Theme*: Belief and Healing *Readings*: **BC Chap 20 (pp. 213-221), 21 (pp. 230-240)**	*G1.2, HW1.1*
Oct 1 (D)	*Theme*: Healers, Healing and Medical Pluralism in the USA *Readings:* **SSB Introduction through Chap 7 (pp. 1-107)**	*G1.1, G1.2 G1.3, HW1.1*

	(Upload IQS to Carmen by "start of class" time TBD)	
WEEK 7		
Oct 6 (D)	*Theme*: Healers, Healing and Medical Pluralism in the USA *Readings:* **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)	*Theme*: Meaning and Experience of Illness *Readings*: **BC pg. 228-229, Chap 23 (pp. 241-248)**	
Oct 15 (D)	*Theme*: Meaning and Experience of Illness *Readings*: **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)	*Theme:* Biomedicine, Technology, and the Body *Readings:* **BC pg. 261, Chap 25 (pp. 262-273)**	*G1.2, HW1.1*
Oct 22 (D)	*Theme:* Biomedicine, Technology, and the Body *Readings*: **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)	*Theme*: Culture, Illness and Mental Health *Readings*: **BC pg. 298-299, Chap 29 (pp. 300-310)**	*G1.2, HW1.1*
Oct 29 (D)	*Theme*: Culture, Illness and Mental Health *Readings*: **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)	*Theme*: Working with the Culture of Biomedicine *Readings*: **BC pgs. 333-335 & Chap 32 (pp. 336-343)**	*G1.2, HW1.1*
Nov 5 (D)	*Theme*: Working with the Culture of Biomedicine *Readings*: **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)	*Theme*: Stigma and Coping with Chronic Illness *Readings*: **BC pg. 363 & Chap 36 (pp. 364-371)**	*G1.2, HW1.1*
Nov 12 (D)	*Theme*: Stigma and Coping with Chronic Illness *Readings*: **BC Chap 37 (pp. 372-376), 38 (pp. 377-381)** **(Upload IQS to Carmen by "start of class" time TBD)**	*G1.1, G 1.2, G1.3, HW1.1*
WEEK 13		
Nov 17 (L)	*Theme*: Culture and Nutrition *Readings*: **BC pg. 382 & Chap 39 (pp. 383-393)**	*G1.2, HW1.1*
Nov 19 (D)	*Theme*: Culture and Nutrition *Readings*: **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, HW 1.2 G1.3, G2.1*
WEEK 14		
	GLOBAL HEALTH ISSUES & PROGRAMS	

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

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; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th 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 or calling 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 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.

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 at 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 or email 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/.

Distance Approval Cover Sheet

For Permanent DL/DH Approval | College of Arts and Sciences

Course Number and Title:

Carmen Use

When building your course, we recommend using the [ASC Distance Learning Course Template](#) for CarmenCanvas. For more on use of [Carmen: Common Sense Best Practices](#).

☐ A Carmen site will be created for the course, including a syllabus and gradebook at minimum.

If no, why not?

Syllabus

☐ Proposed syllabus uses the ASC distance learning syllabus template, includes boilerplate language where required, as well as a clear description of the technical and academic support services offered, and how learners can obtain them.

☐ Syllabus is consistent and is easy to understand from the student perspective.

☐ Syllabus includes a schedule with dates and/or a description of what constitutes the beginning an end of a week or module.

☐ If there are required synchronous sessions, the syllabus clearly states when they will happen and how to access them.

Additional comments (optional):

Instructor Presence

For more on instructor presence: [About Online Instructor Presence](#).

Students should have opportunities for regular and substantive academic interactions with the course instructor. Some ways to achieve this objective:

☐ Regular instructor communications with the class via announcements or weekly check-ins.

☐ Instructional content, such as video, audio, or interactive lessons, that is visibly created or mediated by the instructor.

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☐ Regular participation in class discussion, such as in Carmen discussions or synchronous sessions.

☐ Regular opportunities for students to receive personal instructor feedback on assignments.

Please comment on this dimension of the proposed course (or select/explain methods above):

Delivery Well-Suited to DL/DH Environment

Technology questions adapted from the Quality Matters rubric. For information about Ohio State learning technologies: Toolsets.

☐ The tools used in the course support the learning outcomes and competencies.

☐ Course tools promote learner engagement and active learning.

☐ Technologies required in the course are current and readily obtainable.

☐ Links are provided to privacy policies for all external tools required in the course.

Additional technology comments (optional):

Which components of this course are planned for synchronous delivery and which for asynchronous delivery? (For DH, address what is planned for in-person meetings as well.)

If you believe further explanation would be helpful, please comment on how course activities have been adjusted for distance learning (optional):

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Workload Estimation

For more information about calculating online instruction time: ODEE Credit Hour Estimation.

☐ Course credit hours align with estimated average weekly time to complete the course successfully.

☐ Course includes direct (equivalent of "in-class") and indirect (equivalent of "out-of-class") instruction at a ratio of about 1:2.

Provide a brief outline of a typical course week, categorizing course activities and estimating the approximate time to complete them or participate:

☐ In the case of course delivery change requests, the course demonstrates comparable rigor in meeting course learning outcomes.

Accessibility

For more information or a further conversation, contact the accessibility coordinator for the College of Arts and Sciences. For tools and training on accessibility: Digital Accessibility Services.

☐ Instructor(s) teaching the course will have taken Digital Accessibility training (starting in 2022) and will ensure all course materials and activities meet requirements for diverse learners, including alternate means of accessing course materials when appropriate.

☐ Information is provided about the accessibility of all technologies required in the course. All third-party tools (tools without campus-wide license agreements) have their accessibility statements included.

Description of any anticipated accommodation requests and how they have been/will be addressed.

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Additional comments (optional):

Academic Integrity

For more information: Academic Integrity.

☐ The course syllabus includes online-specific policies about academic integrity, including specific parameters for each major assignment:

☐ Assignments are designed to deter cheating and plagiarism and/or course technologies such as online proctoring or plagiarism check or other strategies are in place to deter cheating.

Additional comments (optional):

Frequent, Varied Assignments/Assessments

For more information: Designing Assessments for Students.

Student success in online courses is maximized when there are frequent, varied learning activities. Possible approaches:

☐ Opportunities for students to receive course information through a variety of different sources, including indirect sources, such as textbooks and lectures, and direct sources, such as scholarly resources and field observation.

☐ Variety of assignment formats to provide students with multiple means of demonstrating learning.

☐ Opportunities for students to apply course knowledge and skills to authentic, real-world tasks in assignments.

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Comment briefly on the frequency and variety of assignment types and assessment approaches used in this course (or select methods above):

Community Building

For more information: Student Interaction Online.

Students engage more fully in courses when they have an opportunity to interact with their peers and feel they are part of a community of learners. Possible approaches:

☐ Opportunities for students to interact academically with classmates through regular class discussion or group assignments.

☐ Opportunities for students to interact socially with classmates, such as through video conference sessions or a course Q&A forum.

☐ Attention is paid to other ways to minimize transactional distance (psychological and communicative gaps between students and their peers, instructor, course content, and institution).

Please comment on this dimension of the proposed course (or select methods above):

Transparency and Metacognitive Explanations

For more information: *Supporting Student Learning.*

Students have successful, meaningful experiences when they understand how the components of a course connect together, when they have guidance on how to study, and when they are encouraged to take ownership of their learning. Possible approaches:

☐ Instructor explanations about the learning goals and overall design or organization of the course.

☐ Context or rationale to explain the purpose and relevance of major tasks and assignments.

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☐ Guidance or resources for ancillary skills necessary to complete assignments, such as conducting library research or using technology tools.

☐ Opportunities for students to take ownership or leadership in their learning, such as by choosing topics of interest for an assignment or leading a group discussion or meeting.

☐ Opportunities for students to reflect on their learning process, including their goals, study strategies, and progress.

☐ Opportunities for students to provide feedback on the course.

Please comment on this dimension of the proposed course (or select methods above):

Additional Considerations

Comment on any other aspects of the online delivery not addressed above (optional):

Syllabus and cover sheet reviewed by *Jeremie Smith* on

Reviewer Comments:

Additional resources and examples can be found on ASC's Office of Distance Education website.

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