

ANTH 3306: Introduction to Medical Anthropology
May 2017

Professor Carolyn Smith-Morris

Location: TBD

Class Meetings: M-F 8:30-12:30 w/exceptions (see course outline)

Office Hours: T/W, 12:30-1:30 & by appt.

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COURSE GOALS AND DESCRIPTION:

This course provides undergraduates with a strong understanding of sociocultural factors in health, health behaviors, and medical systems. The course is taught from an anthropological perspective, addressing the methodological and theoretical priorities of that field. However, anthropology is itself an interdisciplinary field that explores health, illness, and systems of healing through holistic and cross-cultural study. Students will be introduced to the major theoretical paradigms and perspectives of this field, to its methods of research, and to a variety of cases that illustrate how health, illness, and healing are culturally patterned across diverse human societies. Case studies will be taken from several locations around the globe.

Pre-Term Suggested Reading: Alice Street's "Biomedicine in an Unstable Place"

Instructor Biography: Carolyn Smith-Morris is a medical anthropologist with research interests in chronic disease (especially diabetes) among indigenous, mobile, and low-income groups including Native Americans and Mexican migrants. She received her B.A. in Anthropology from Emory University, an M.Ed. in Rehabilitation Counseling from Florida State University, and an M.A. and Ph.D. in Medical Anthropology from the University of Arizona. She published her first monograph, Diabetes Among the Pima in 2006 (U. Arizona Press), co-edited Chronic Conditions, Fluid States: Chronicity and the Anthropology of Illness with Lenore Manderson in 2010 (Rutgers U. Press), and edited Diagnostic Controversy: Cultural Perspectives on Competing Knowledge in Healthcare in 2016 (Routledge Press). She is faculty in SMU Department of Anthropology, including its Health & Society Program, which she helped design.

Course Benefits: This course offers several University Curriculum components, gives students a robust introduction to this specialized biocultural sub-field within Anthropology, and addresses many of the Foundational Concepts on the MCAT. We will challenge the assumptions of our own ways of understanding, particularly the Western assumptions inherent to biomedical practice, and to broaden our knowledge of non-Western healing systems and multi-culturalism in Western contexts. Students will be asked for regular, well-informed debate within class meetings, and to prepare written argumentation on several topics.

Course Objectives:

1. To introduce the major theoretical paradigms and perspectives, standard methods of research, and exemplary case studies in the field of medical anthropology.
2. To promote student examination of Western assumption inherent to biomedical practice, and to broaden their knowledge of non-Western healing systems as well as pluralism in the healing practices of peoples all over the world.

3. To elicit regular, well-informed debate and written argument from students that both considers and critically evaluates the materials assigned in the class.

University Curriculum SLO's:

FOR PILLAR: Individuals, Institutions, and Cultures, Level 2

1. Students will be able to analyze different theoretical or interpretive perspectives in the study of individuals, institutions, and cultures that shape economic, political and social experiences.
2. Students will be able to evaluate critically the research outcomes, theory, and/or theoretical applications in the study of individuals, institutions, and cultures that shape economic, political and social experiences

FOR PROFICIENCY: Human Diversity

1. Students will be able to demonstrate an understanding of the historical, cultural, social, or political conditions of identity formation and function in human society, including the ways in which these conditions influence individual or group status, treatment, or accomplishments.

FOR PROFICIENCY: Information Literacy

1. Students will be able to select and use the appropriate research methods and search tools for needed information.
2. Students will be able to evaluate sources for quality of information for a given information need.

FOR PROFICIENCY: Oral Competency

1. Students will be able to select, organize and use appropriate evidence or information to suit a specific or targeted audience.
2. Students will be able to use appropriate vocal and visual cues to deliver a presentation to a specific or targeted audience.

COURSE TEXTS:

Michael Winkelman, Culture and Health: Applying Medical Anthropology. Jossey-Bass Publishing. 2008.

Peter Brown and Ron Barrett, Understanding and Applying Medical Anthropology. Mayfield Publishing. Alice Street, Biomedicine in an Unstable Place. Durham: Duke University Press, 2014.

Melvin Konner, Becoming a Doctor: A Journey of Initiation in Medical School. New York: Penguin Books, 1988.

COURSE EVALUATION:

Participation, In-Class Activities, Homework	15%
Literature Review	20%
Oral Presentation of Literature Review	5%
External Required Lectures	n/a
Quizzes (two, 15% each)	30%
Final Exam	30%

In-Class Activities: In-Class Activities will periodically occur and participation may be graded. Students may be assigned at least one day on which to be “Commentator” for the assigned readings (brief summary, reaction to readings, review of key concepts/definitions for the class). Comments must reflect critical thinking; comments that are general or personal in nature will not contribute significantly toward your participation grade.

Literature Review & Oral Presentation: Students will prepare a literature review of at least 10 publications, in at least 3 different formats (e.g., peer-reviewed original research, journalistic, news,

popular media) on a topic related to the course. At least 6 of the 10 pieces of literature must reflect anthropological data or research (further instruction on how to identify anthropological data will be provided in class). Papers will be graded on organization, evaluation and summary of the material (e.g., evaluating the key methods and findings), and justifying an argument based on the literature cited. Students will make an oral presentation of 7 minutes on their research in class, near the end of the term (see Course Outline). Oral presentations will be graded on the quality of the argument, clarity with which the argument is linked to researched literature, and the selection and use of appropriate vocal and visual tools during the presentation.

External Required Lectures: There are no external required lectures this term.

Quizzes: Quizzes are comprehensive, cumulative, and comprised of objective questions, short answer items, and essays. Answers must draw not only from the theoretical frameworks within medical anthropology but specific case data from course materials (including films). Essays will be graded on the degree to which they offer creative, detailed, critical responses with appropriate references to course materials. A Review Sheet will be distributed at least one class day in advance of the quiz.

Final Exam: A final, comprehensive, cumulative exam will be administered during the university-scheduled exam period for this class (the final day of class for May term). A review sheet will be provided.

Other Standard Course Information

Participation: Daily class participation grades will be based on the frequency, pertinence, creativity, and clarity of contributions in class and, particularly, in lab. Comments must reflect critical thinking (see the little blue book) and must engage the course material; comments that are general or personal in nature will not contribute significantly toward your participation grade. Active participation is volunteered participation through discussion of assigned material. Students who have great difficulty speaking out in class are encouraged to come up with other ways to meet this requirement (e.g., creating handouts, puzzles, posters relevant to the discussion) – these must be discussed with the Professor or TA and approved for credit. Participation is required in every lab and is necessary in many lectures.

Attendance and Assignments: Regular attendance is required in lectures and labs. Students with greater than 2 absences (excused or unexcused) should expect some impact to their grade; students with greater than 4 absences (excused or unexcused) should consider withdrawal or a medical leave. Absences are only excused for a debilitating illness or death in the family with note, religious holidays, and sanctioned university functions. Further, I follow the

Dedman College Attendance Policy:

If you have more than three unexcused absences in a MWF section or two in a TTH section, your grade will suffer a penalty of up to a full letter grade. And if you have more than six unexcused MWF absences or four in a TTH class, you should expect to fail the course.

In general, and for Summer courses, this translates as: missing 3 hours of class = a penalty of up to a full letter grade; missing 6 hours of class = automatic failure. Please notify the professor *before* you are absent and to ask any questions about make-up options. **Assignments:** Please include your name, course number, TA name, and date on each written assignment. Only printed materials are accepted – no emailed/electronic versions.

Back-Up Copies: It is the student's responsibility to maintain (1) a backup copy and (2) a printout of the Properties page which shows the production date and size of any document. In the event of lost documents, the student can produce these to avoid late penalties.

Late Assignments: Assignments are due at the beginning of class on their due date. Assignments submitted late will be graded down by 10 points for each day (24-hour period) that they are late. Thus, assignments submitted 15 minutes after the end of class will be graded down by 10 points. If not submitted in class, assignments must be

hand-delivered to the professor or you may have the department secretary date & time stamp the material. Emailed assignments are not acceptable.

Missed Class/Assignments: Unscheduled homework assignments and in-class quizzes may be held, so students should ask what was missed after any absence. Written documentation (i.e., by healthcare provider, parent, funeral director, Resident Advisor) must be presented to the professor immediately upon your return to classes/campus in order to make up any missed work or in-class quiz. Missed assignments or tests receive a 0 (zero), not an F or 50%. Missed participation points are also a 0 (zero) unless made up with a written summary/critique of the day's assignments. Students should review notes, handouts, and assignment instructions with the professor, a TA, and/or a classmate for days missed, as you will be held responsible for this material. I do not give out copies of lecture notes, but can review lecture material with you on request. Make-up points and extensions on deadlines are offered only to students with appropriate written documentation of a debilitating illness or death in the family.

Plagiarism and Academic Misconduct: Plagiarism, cheating, inappropriate consultation of peers or their work, any other form of academic misconduct, and failing to report evidence of others' misconduct are all Honor Code violations. Penalties are outlined in the Honor Code and may include anything from a zero for the assignment to dismissal from school. Students are expected to prepare work independently, cite any work (quotes or ideas) that is not their own, submit original work (i.e., nothing taken uncritically from or prepared for any other class), and to neither give nor receive assistance in examinations. If you are uncertain about whether an activity or piece of work compromises your academic integrity, you should speak to the professor before turning it in.

Computers and Cell Phones: Computers may only be used in class for note-taking only. Conducting any other business on your computer or phone is rude, distracting, and reason for expulsion from the room (all points forfeited for the day). Please turn off online connections (unless instructed otherwise) and silence and store cell phones.

Canvas: Course documents, announcements, lecture outlines, and other materials will be posted on the Canvas page for this course. Please consult that page regularly and inform me of any problems you encounter.

On Reserve: Course texts and films are (or can be placed) on reserve in Fondren Library.

Extra Credit: No extra credit is offered for this course.

Other Relevant University Policies

Disability Accommodations: Students needing academic accommodations for a disability must first register with Disability Accommodations & Success Strategies (DASS). Students can call 214-768-1470 or visit <http://www.smu.edu/Provost/ALEC/DASS> to begin the process. Once registered, students should then schedule an appointment with the professor as early in the semester as possible, present a DASS Accommodation Letter, and make appropriate arrangements. Please note that accommodations are not retroactive and require advance notice to implement.

Religious Observance: Religiously observant students wishing to be absent on holidays that require missing class should notify their professors in writing at the beginning of the semester, and should discuss with them, in advance, acceptable ways of making up any work missed because of the absence. (See University Policy No. 1.9.)

Excused Absences for University Extracurricular Activities: Students participating in an officially sanctioned, scheduled University extracurricular activity should be given the opportunity to make up class assignments or other graded assignments missed as a result of their participation. It is the responsibility of the student to make arrangements with the instructor prior to any missed scheduled examination or other missed assignment for making up the work. (University Undergraduate Catalogue)

Student Learning Outcomes: Please include in your syllabi all student learning outcomes, both those specific to your course, as well as those that satisfy major and general education requirements.

Final Exams: Final course examinations shall be given in all courses where they are appropriate, and some form of final assessment is essential. Final exams or final assessments must be administered as specified in the official examination schedule, and shall not be administered during the last week of classes or during the Reading Period.

The “Campus Carry” Law: “In accordance with Texas Senate Bill 11, also known as the “campus carry” law, following consultation with entire University community SMU determined to remain a weapons-free campus. Specifically, SMU prohibits possession of weapons (either openly or in a concealed manner) on campus. For more information, please see: http://www.smu.edu/BusinessFinance/Police/Weapons_Policy.”

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COURSE OUTLINE

Changes to this Outline will be announced in class. Linked articles are free through SMU Libraries.

Date	Lecture Topic and Readings	Student Assignments
May 18	Overview of Course	
	Four-Field Anthropology and the Study of Health In-Class Case Study & Reaction Paper	BB Rdgs. 1, 3 (preview 8)
	Applied Medical Anthropology and Health Care	W Ch. 1 Smith-Morris
	<i>Film: Making of a Doctor</i> (IVS03907, 120 min.)	
May 19	Social Determinants of Health	BB Rdgs. 8, 10
	Disease, Illness and the Sick Role	W Ch. 2
	“Biomedicine in an Unstable Place” In-Class Assignment	Street (entire book)
	Quiz Review Literature Review – lecture, worksheet, & discussion of large assignment	
May 21	Studying Culture & Cultural Systems Models In-Class Discussion & Worksheet: “Learning To Be a Leper”	W Ch. 4, BB Rdg. 18 Worksheet – Learning to be a Leper will be done in class.
	Quiz 1	
May 22	Cultural Competency in Health Care Worksheet – Winkelman Self-Assessment	W Ch. 3, BB Rdg. 33 Worksheet - Self-Assmt (due today) Smith-Morris and Epstein
	Ethnomedical Systems and Health Care Sectors	W Ch. 5, BB Rdg. 14, 26
	In-Class Case Study & Reaction Paper	
	Peer-Reviewed Literature Research Activity	
May 23	Ethnomedicine and Healers <i>Film: New Medicine</i> (kanopy streaming, 115 min.)	BB Rdgs. 12, 13
	Outline/3-Source Bibliography Due	

May 24	Medical-Ecological Approaches to Health	W Ch. 7
	Political Economy & Critical Medical Anthropology In-Class Discussion & Worksheet: “Why Does Juan Garcia Have a Drinking Problem?”	W Ch. 8, BB Rdg. 35 Myers
	Quiz Review	
May 25	Quiz 2	
	The Meaning & Experience of Illness In Class: Personal Illness Narrative	BB Rdgs. 19, 20
	Psychobiological Dynamics of Health	W Ch. 9
May 26	Case Studies in Explanatory Models	BB Rdgs. 28, 29 Worksheet-EMs (due 5/27)
	Stigma and Coping with Chronic Illness	BB Rdgs. 37, 39,40
	<i>Film: Secret People</i> (snag films, 59 min.)	
	Literature Research Paper Due Oral Presentations in Class	
May 29	Memorial Day Holiday – no class	
May 30	Recognizing the Culture of Biomedicine Trance, Healing Substances, Meditation	BB Rdgs. 30, 31 BB Rdgs. 32 (review 33)
	Global Health Issues and Programs <i>Film: Dear Francis (IDD 10783)</i> In Class: complete film viewing guide & essay	BB Rdgs. 46, 47, 48
	Oral Presentations in Class EM worksheet due	(<i>EM critique article</i>)
June 1	The Training of Western Healers	Konner (entire book)
	Oral Presentations in Class	
	Catch Up, Wrap Up, and Conclusion	
June 2	Final Exam	

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COMMENTATOR SIGN-UP SHEET

Date	Snacks	Reading Assignments	Student Commentator
May 15		W Ch. 1, BB 8	<i>(note, WCh.1 lags behind lecture, so this will be for review)</i>
		W Ch. 2, BB10	
		Street (entire book)	
May 18		W Ch. 4, BB Rdg. 18	
May 19		W Ch. 3, BB Rdg. 33 Smith-Morris and Epstein	
		W Ch. 5, BB Rdg. 14, 26	
May 20		BB Rdgs. 12, 13	<i>(please note, this person presents on 2 different days)</i>
May 21		W Ch. 7	
		W Ch. 8, BB Rdg. 35 Myers OR Parson	
		BB Rdgs. 19, 20	<i>(please note, this person presents on 2 different days)</i>
May 22		W Ch. 9	
May 26		BB Rdgs. 28, 29	<i>(please note, this person presents on 2 different days)</i>
		BB Rdgs. 37, 39,40	
May 27		BB Rdgs. 30, 31	
		BB Rdgs. 32 (review 33)	
		BB Rdgs. 46, 47, 48	
May 28		Konner (entire book)	