

**ANTH 3306:  
Introduction to Medical Anthropology**

**May Term 2018**

Professor: Carolyn Smith-Morris, Ph.D., M.S., LPC

Class Location: Fondren 158

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

Office Hours: any day by appt. (please email)

TA's: None

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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: Jonathan Taae's "The Patient Multiple"**

**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 subfield 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. Jonathan Tae, The Patient Multiple. Berghahn Publishing. 2017

COURSE EVALUATION:

Participation, In-Class Activities, Homework	30%
Quizzes (two)	20% each
Final Exam	30%

**Quizzes:** Quizzes are cumulative but cover only a portion of the term. They, like the final exam, are 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:** Class participation grades will be based on the frequency, pertinence, creativity, and clarity of volunteered contributions in class and lab. Comments must reflect critical thinking and must engage the course

material; comments that are general or personal in nature will not contribute significantly toward your participation grade. Except in seminar courses, students who have great difficulty speaking out in class may propose 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.

**Attendance:** Regular attendance is required in lectures and labs and absences affect your grade. Absences are excused only when students provide written documentation of a debilitating illness, death in the family, religious holiday, or sanctioned university function. Proper written documentation includes: a note from a healthcare provider, parent, RA, or other adult able to vouch for your being debilitated. Excused absences receive half (50%) credit. To make-up the rest of the attendance points or assignments, students must complete an additional assignment promptly upon return - ask the professor for yours. Until documented and made-up, an absence will negatively affect your grade. Finally, 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: absent 3 hours of class = full letter grade penalty; absent 6 hours of class = failure or automatic drop.]

**Assignments:** Assignments are due at the beginning of class on the due date. Please include your name, course number, TA name, date and title of the assignment on each written assignment. Assignments are typically uploaded electronically (in Canvas) - if you encounter any problems with Canvas, please email your assignment to Dr. Smith-Morris to demonstrate you completed it on time, then solve the Canvas problem with Dr. Smith-Morris or the IT Help Desk. All papers will be returned during the term, and final assignments may be picked up from Dr. Smith-Morris at your convenience after the term is over.

**Back-Up Copies:** It is the student's responsibility to maintain (1) a backup copy and (2) a screenshot 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 (must be uploaded by) the beginning of class on their due date. During the term, assignments submitted late will be graded down by 10 points for each portion of 24-hours that they are late. Thus, assignments submitted 15 minutes after the beginning of class will be graded down by 10 points. No assignments can be accepted after the last (regular) class meeting of the term (i.e., not during the exam period).

**Missed Class/Assignments:** Written documentation (i.e., by healthcare provider, parent, funeral director, Resident Advisor, roommate willing to attest to the length and severity of your illness) 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. Finally, unscheduled homework assignments and in-class quizzes may occur, so students should always ask what was missed after any absence.

Also see Prof. Smith-Morris' **Writing Guidelines** for all written assignments (on Canvas).

**Grades:** Grades are assigned as follows: A (93-100), A- (90-92), B+ (87-89), B (83-86), B- (80-82), C+ (77-79), C (73-76), C- (70-72), D+ (67-69), D (63-66), D- (60-62), F (59 and below).

**Communications:** Please communicate via email, phone, or before/after class. Please do not use the Canvas system to send me notes, comments, or messages -- these are delayed or not sent to my email account.

**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 prepared for any other class or assignment in our 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, review the SMU Honor Code and speak to the professor before turning it in.

**Computers and Cell Phones:** Computers may only be used in class for note-taking only. (With apologies to those for whom this obvious:) 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, 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. Please do not communicate with me via Canvas - any notes, messages, or comments in this system are either delayed or are not linked to my email. Use my [smithmor@smu.edu](mailto:smithmor@smu.edu) email instead.

**On Reserve:** Course texts and films can be placed on reserve in Fondren Library if requested. If you do not plan to purchase the course texts, please let me know UPON RECEIPT OF THIS SYLLABUS and I will place copies on Reserve. A late request for Reserve copies does not excuse students from completing assignments.

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

**End of Term:** Any leftover graded materials will be kept for 12 months, then shredded. If you would like your end-of-term materials back, please do come get them.

#### **Other Relevant University Policies**

**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](http://www.smu.edu/BusinessFinance/Police/Weapons_Policy).”

**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)

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**\*DRAFT\* COURSE OUTLINE**

Books will not change but Course Outline will be refined slightly before first day of May term.

After that, changes to this Outline will be announced in class. Linked articles are free through SMU Libraries.

<b>Date</b>	<b>Lecture Topic, In-Class Items</b>	<b>Student Homework</b> (due in class for date listed)
May 17	Overview of Course	
	(1) Four-Field Anthropology and the Study of Health In-Class Case Study & Reaction Paper	BB Rdgs: Edtn 2: 1, 3 (preview 8) Edtn 3: 1, 3 (preview 9)
	(2) Applied Medical Anthropology and Health Care	W Ch. 1
	<i>Film: Making of a Doctor</i> (IVS03907, 120 min., portion)	
May 18	(3) Social Determinants of Health	BB Rdgs: Edtn 2: 8, 10 Edtn 3: 9,11
	(4) Disease, Illness and the Sick Role	W Ch. 2
	<b><u>The Patient Multiple</u></b> (book discussion and work)	Tae (first half of book)
	<b><u>The Patient Multiple</u></b> (book discussion and work)	Tae (second half of book)
	Review for Quiz 1	
May 21	(5) Studying Culture & Cultural Systems Models	W Ch. 4, BB Rdgs: Edtn 2: 18 Edtn 3: 22
	In-Class Discussion & Worksheet (leprosy)	
	<b>Quiz 1</b>	
May 22	Case study in cultural competency in healthcare	W Ch. 3, <u>Smith-Morris and Epstein</u> , BB Rdgs: Edtn 2: 33 Edtn 3: 33
	Discuss Worksheet – Winkelman Self-Assessment	<b>Worksheet - Self-Assmt (due today)</b>
	(6) Ethnomedical Systems and Health Care Sectors In-Class Case Study & Reaction Paper	W Ch. 5, BB Rdgs: Edtn 2: 14, 26 Edtn 3: 19, 26
	Peer-Reviewed Literature Research Activity	

May 23	Case study in ethnomedicine and healers <i>Film: New Medicine</i> (kanopy streaming, 115 min.)	<b>Diagn.Contr.</b> - Smith-Morris “Introduction” (Fondren), BB Rdgs: Edtn 2: 12, <del>13</del> Edtn 3: 16
	Quiz Review	<b>Outline/3-Source Bibliography (due today)</b>
May 24	<b>Quiz 2</b>	
	(7) Medical-Ecological Approaches to Health	W Ch. 7
	(8) Political Economy & Critical Medical Anthropology In-Class Discussion & Worksheet: “Juan Garcia”	W Ch. 8, BB Rdgs: Edtn 2: 35 Edtn 3: (“Juan Garcia” will be posted to Canvas)
May 25	(9) The Meaning & Experience of Illness	BB Rdgs: Edtn 2: 19, 20 Edtn 3: 23, 24
	(10) Psychobiological Dynamics of Health	W Ch. 9
	Case study in the naming of disease & diagnostic controversy	<b>Diagn.Contr.</b> - Koch chapter “Resisting Tuberculosis” (Fondren)
	Case study in explanatory models	BB Rdgs: Edtn 2: (Kleinman will be posted to Canvas), 29 Edtn 3: 29, 34 <b>Worksheet-EMs (due today)</b>
May 28	Memorial Day Holiday – no class	
May 29	Student Presentations	<b>Literature Research Paper (due today)</b> <b>Oral Presentations (due today)</b>
	(11) Stigma and Coping with Chronic Illness	BB Rdgs: Edtn 2: 37, 39, <del>40</del> Edtn 3: 37, 38
	<i>Film: Secret People</i> (snag films, 59 min.)	
May 30	(12) Recognizing the Culture of Biomedicine	BB Rdgs: Edtn 2: (Grinker and Moerman will be posted to Canvas), 32 (review 33) Edtn 3: 30, 20, (Taylor will be posted to Canvas) (review Kleinman and Benson)
	Case study in global health education <i>Film: Dear Francis (IDD 10783)</i> In Class: complete film viewing guide & essay	BB Rdgs: Edtn 2: <del>46, 47, 48</del> (Gruenbaum and Closser will be posted to Canvas) Edtn 3: 43, 44

	<b>Becoming a Doctor</b> (book discussion and work)	Konner (entire book)
May 31	<b>Becoming a Doctor</b> (book discussion and work)	Konner (entire book)
	Exam Review	
June 1	<b>Final Exam</b>	