

**ANTH 3306:
Introduction to Medical Anthropology**

May Term 2019

Professor: Carolyn Smith-Morris, Ph.D., M.S., LPC
Class Location:
Class Meetings:
Office Hours: any day by appt. (please email)

TA's: None
Office: Heroy Hall 415
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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.

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 DEPTH: History, Social & Behavioral Sciences

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 Svea Closser, Understanding and Applying Medical Anthropology, 3rd Edition. Mayfield Publishing. 2016.

Jonathan Tae, The Patient Multiple. Burghahn Publishing. 2017
Carolyn Smith-Morris, Diabetes Among the Pima. University of Arizona Press. 2006.

COURSE EVALUATION:

Participation, In-Class Activities, Homework	10%
Op-Ed Letter	15%
First Draft (5%)	
Completion of Peer Reviews (part of Participation grade)	
Revised Draft (10%)	
Oral Presentation	5%
Midterm Exams (two)	20% each
Final Exam	30%

Participation: See “Participation” under Standard Syllabus Info. below.

Op-Ed Letter: Students will prepare an 600-700-word letter to the editor on a current health topic about which students have an invested or strong opinion, and on which they have developed a certain amount of expertise. After (1) choosing a topic, students will (2) research the peer-reviewed literature and news (from 10-30 publications on the topic) to establish an informed opinion AND suggestions for action. We will (3) have a one-hour workshop on op-ed writing prior to (4) the first draft being due. When submitting the first draft, please upload a **no-name version** of your draft to Canvas and include a **bibliography** of at least 3 news articles and 3 peer reviewed sources. (5) First drafts will then be peer reviewed, anonymously, through Canvas by at least 3 classmates. A guide for your peer review comments is posted in Canvas. You may use either the Comments box, a Tracked Changes version of the downloaded op-ed, or both when submitting your reviews. And finally, there will be a period for revisions prior to (6) the Revised Draft **should have your name**, and is due near the end of the term. See Course Outline for all 6 deadlines. Additional instructions will be given in the workshop.

Extra Credit: Any student whose Op-Ed is picked up for publication in a newspaper or edited website (not a blog) with readership of 10,000 or more will receive 2 points of extra credit on their term grade. See Canvas for Possible Op-Ed Targets, although there are many more. Be aware - students must submit these to a newspaper **earlier** than the course deadlines in order to have confirmation of acceptance by the last day of class.

Oral Presentation: Students will make (and time permitting present in class) an oral presentation of 5 minutes on their Op-Ed, using at least 5 slides plus a bibliography slide. Students must prepare a pre-recorded Powerpoint presentation (including audio) to upload to Canvas by the stated deadline (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 compelling use of appropriate vocal and visual tools during the presentation.

Midterm Exams (two) : Exams are cumulative to their date in the term and 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). A review sheet will be provided.

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

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).

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.]

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."

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 email instead.

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.

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.

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.

Drafts of Term Writing Assignments: For any term paper (or final writing assignment) in the course, I will accept complete drafts 2 weeks prior to the due date, and give it a complete review. I will grade it using the assignment's rubric, which will indicate all the points of weakness and give the student an excellent opportunity to improve that final version. However, the draft must be complete - partial drafts will not get a thorough edit, although I will certainly provide more limited feedback at any time prior to the due date!

End of Term: All students' 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!

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)

Extra Credit Opportunities: No extra credit is offered in this course.

Feedback to Professors: Please see Announcement on Canvas regarding feedback (positive or negative), grade disputes, and other general info. on this topic.

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). For Participation grades, see Participation.

On Reserve: Course texts and films are, or can be placed (on request), on reserve in Fondren Library. If it is a large class, I will try to obtain additional copies for Reserve. A late request for Reserve copies does not excuse students from completing assignments.

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 be counted toward your participation grade. Please consult with Dr. Smith-Morris as often as needed to understand (or improve) your daily participation scores (immediately after class or in appointments). For seminars, weekly expectations rise over the course of the term, such that A-level participation requires 2 strong contributions per class at the beginning of the term, but 4 strong contributions per class by the middle of the term.

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.

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.)

Texts (and in-class use of texts): Students may need texts in class on days they are discussed, either for personal reference or if open-book/offline quizzes are assigned. I cannot fully accommodate students for in-class use of texts so students who do not own copies, or own only electronic copies, of books may wish to make detailed notes for use during any open-book/offline

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***D*R*A*F*T COURSE OUTLINE**

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

Date	Lecture Topic, In-Class Items	Readings & Assignments Due: (due in class for date listed)
Day 1	Overview of Course	
Day 1	Four-Field Anthropology and the Study of Health	Brown Rdgs: 1 (Brown and Closser), 3 (Chiou), (preview 9, McKeown)
Day 1	Applied Medical Anthropology and Health Care Discuss Op-Ed Assignment Lit. Research & Peer Review	W Ch. 1 Students be ready to discuss current health issue on which to research Op-Ed letter.
Day 2	<i>Film: Making of a Doctor</i> (youtube, 120 min., portion)	
Day 2	Social Determinants of Health	Brown Rdgs: 9 (McKeown), 11 (Farmer)
Day 2	Disease, Illness and the Sick Role Op-Ed Workshop	W Ch. 2 Students bring initial bibliography [and working access to copies] of 3 news articles and 3 peer-reviewed research publications they have researched on their Op-Ed topic.
Day 3	<u>The Patient Multiple</u>	Tae (first half of book)
Day 3	<u>The Patient Multiple</u> (con't) Exam Review	Tae (second half of book)
Day 3	Midterm Exam 1	
Day 4	Studying Culture & Cultural Systems Models	W Ch. 4, Brown Rdgs: 22 (Waxler)
Day 4	Case study: An anthro. of cult. comp.	W Ch. 3, <u>Smith-Morris and Epstein</u> Brown Rdgs: 33 (Kleinman and Brown)
Day 4	<i>Film: New Medicine</i> (kanopy streaming, 115 min., part)	Op-Ed Drafts Due (post to Canvas by 8am)
Day 5	Ethnomedical Systems and Health Care Sectors	W Ch. 5, Brown Rdgs: 19 (Salhi), 26 (Inhorn)
Day 5	Political Economy & Critical Medical Anthropology	W Ch. 8; Brown Rdgs: 8 (Armélagos et al.), 32 (Farmer et al.); "Juan Garcia" (posted to Canvas)
Day 5	Medical-Ecological Approaches to Health	W Ch. 7, review BB 3 (Chiou) Students must complete assigned Peer Reviews of Op-Eds by today.
Day 6	<u>Diabetes Among the Pima</u>	(first half of book)

Day 6	<u>Diabetes Among the Pima</u> Exam Review	(second half of book)
Day 6	Midterm Exam 2	
Day 7	The Meaning & Experience of Illness	BB Rdgs: 23 (Hunt), 24 (Murphy)
Day 7	Psychobiological Dynamics of Health	W Ch. 9
Day 8	Diagnostic Controversy	<u>Diagnostic Controversy</u> (available through Fondren, eBook) - Smith-Morris "Introduction", Koch chapter "Resisting Tuberculosis"
Day 8	Explanatory Models	BB Rdgs: 29 (Kleinman), 34 (Heurtin-Roberts and Reisin)
Day 9	Stigma and Coping with Chronic Illness	BB Rdgs: 37 (Becker), 38 (Barrett and Brown)
Day 9	<i>Film: Secret People</i> (snag films, 59 min.)	
Day 10	Student Presentations (last names I-Z)	
Day 10	Student Presentations (last names A-H) Course Evals, Exam Review	Final Op-Eds Due
Day 11	Final Exam	