

## **ANTH 3306: INTRODUCTION TO MEDICAL ANTHROPOLOGY**

**JanTerm 2020**

**DR. PARSON**

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**Office Hours: By appointment**

**Office: 405 Heroy Hall**

### **COURSE DESCRIPTION**

This course provides undergraduates with an overview of methods and topics in medical anthropology, 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 the field of medical anthropology, including evolutionary, psychosocial, and biocultural approaches. They will also be introduced to its methods of research. To illustrate the approaches and methods, students will examine a variety of cases that illustrate how notions, treatments, and experiences of health, illness, and healing are culturally patterned across diverse human societies. We will challenge the assumptions of our own ways of understanding the healthy and sick body, particularly Western assumptions inherent to biomedical practice, biomedical enhancement and medical humanitarianism. We will also broaden our knowledge of non-Western healing systems, including the use of alternative and complementary medicines and preventive medicine. Students will be asked for regular, well-informed debate within class meetings, and to prepare written arguments on several topics. Oral presentations will allow students to present materials in greater depth to their professor and classmates. In addition, this course offers several University Curriculum components and addresses many of the Foundational Concepts on the MCAT.

### **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. These will include evolutionary, psychosocial and biocultural approaches to the understanding of medicine. Case studies will be from a variety of cultural contexts.
2. To promote student examination of Western assumptions 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 and oral arguments from students.

### **University Curriculum SLO's:**

FOR PILLAR: Individuals, Institutions, and Cultures; LEVEL: 2

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.

1. 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.

### REQUIRED TEXTS

- ❖ Brown, Peter J. and Svea Closser, eds. 2016. *Understanding and Applying Medical Anthropology*. McGraw Hill. 3<sup>rd</sup> Edition. **BROWN**
- ❖ Fadiman, Anne. 1997. *The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures*. New York: Farrar, Straus, Giroux.
- ❖ Holmes, Seth. 2013. *Fresh Fruit, Broken Bodies*. University of California Press.

### GRADING

**PARTICIPATION** 20%

**ILLNESS NARRATIVE PRESENTATION** 20%

**READING RESPONSES** 35%

**FACILITATION** 20%

### COURSE REQUIREMENTS

#### ***Ethical Actions***

You must follow the SMU Honor Code at all times. You must sign each of your assignments with a statement that says you have upheld the Honor Code. See below for Honor Code.

#### **PARTICIPATION**

- Participation in class discussions is required and is fundamental to this course, especially in JanTerm.
- Various in-class assignments will be given that will count toward this grade.
- **Attendance Policy.** If you do not attend, you will not be able to submit writing responses or participate in the discussion. If you miss more than 2 classes, I will require appropriate documentation of a family/health emergency. This does not include any personal/confidential

information. For each class that you miss beyond 2 absences, without excuses, you will lose 10 points of your participation grade. More than 6 absences will result in an F in the course. You will not be allowed to sign the attendance sheet once it has gone around, so please do not arrive late.

- **Laptop and Smart Phone Policy.** You may not use smart phones during class time. Please put them away while class is in session. You may use laptops during class but only for the purpose of taking notes related to class. If we see that you are on-line or doing anything other than taking class notes, you will no longer be allowed to use it during class time.

### **ILLNESS NARRATIVE PRESENTATION**

- 15-20 minutes each
- You will present a summary of the important points about your illness narrative paper.
- You must use PowerPoint.

**READING RESPONSES** Students will write a brief essay (~1.5 pages double-spaced, 12-point, Times New Roman, 1-inch margins) where they analyze the assigned reading for the day using and referring explicitly to at least 2 prior texts we have discussed in this class.

**READING FACILITATION** Each student will facilitate class discussion of various readings throughout the semester.

### **COURSE OUTLINE**

<b>Date</b>	<b>Lecture Topic</b>	<b>Student Assignments (to be read for date shown)</b>
1/6	Course Introductions	FADIMAN
	Health/Bodies/Cultures/Fundamentals	
	Medical Anthropology and Health	<b>BROWN</b> , Ch. 1
1/7	Illness Experience and Meaning	"Conceptual Tools: The Meaning and Experience of Illness" <b>BROWN</b> Murphy, Robert F. "The Damaged Self" <b>BROWN</b> Becker, Gaylene "Coping with Stigma: Lifelong Adaptation of Deaf People" <b>BROWN</b>
	Cultures of Healing In-class film: Making of a Doctor	
1/8	Explanatory Models and Illness Narratives	Evans-Pritchard, E.E. Notion of Witchcraft Explains Unfortunate Events
	Cultural Competency?	<b>BROWN</b> , Ch. 33
	Authoritative Knowledge	FADIMAN
1/9	Placebo/Meaning Effect	"Conceptual Tools: Belief and Healing" <b>BROWN</b> Levi-Strauss, Claude. "The Sorcerer and His Magic" <b>BROWN</b>
	Placebo/Meaning Effect	Moerman, Daniel "Doctors and Patients: The Role of Clinicians in the Placebo Effect"

	In-class FILM: <i>New Medicine</i>	<b>BROWN</b>
1/10	Structural Violence and Health IN-CLASS FILM	
	Structural Violence, Inequality and Health	Farmer, Social Inequalities and Emerging Infectious Disease <b>BROWN CH 11</b> Mendenhall, Syndemic Suffering <b>BROWN, CH 15</b>
	Race/racialization/racism	Holmes, 1 <sup>st</sup> half
1/14		Goodman, "Disease and Dying While Black: How racism, not race, gets under the skin" <b>BROWN, CH 5</b>
1/15	Social Determinants of Health	Holmes, 2 <sup>nd</sup> half
1/16	STUDENT PRESENTATIONS	
	COURSE WRAP-UP	

### **THE CONSTITUTION OF THE HONOR COUNCIL OF SMU**

**PREAMBLE AND DEFINITIONS** We, the students of Southern Methodist University, with the approval of the Provost and the Dean of Student Life, establish the Honor Council to uphold the standards of academic integrity set forth in the Honor Code. Acts punishable under the code include, but are not limited to the following:

**ACADEMIC SABOTAGE** Intentionally taking any action which negatively affects the academic work of another student.

**CHEATING** Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.

**FABRICATION** Intentional and unauthorized falsification or invention of any information or citation in an academic exercise.

**FACILITATING ACADEMIC DISHONESTY** Intentionally or knowingly helping or attempting to help another to violate any provision of the Honor Code.

**PLAGIARISM** Intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise.

**The general principles for all honest writing can be summarized briefly. Acknowledge indebtedness:**

1. Whenever you quote another person's actual words.
2. Whenever you use another person's idea, opinion, or theory, even if it is completely paraphrased in your own words.
3. Whenever you borrow facts, statistics, or other illustrative material - unless the information is common knowledge.

**Plagiarism** also encompasses the notions of citing quotations and materials from secondary sources that were not directly consulted in the preparation of the student's work, and copying the organizational and argumentation structure of a work without acknowledging its author.

**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/SASP/DASS> to begin the process. Once approved and registered, students will submit a DASS Accommodation Letter to faculty through the

electronic portal *DASS Link* and then communicate directly with each instructor to 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. (See [2018-2019 University Undergraduate Catalogue](#))
- **Student Academic Success Programs:** Students needing assistance with writing assignments for SMU courses may schedule an appointment with the Writing Center through Canvas. Students wishing support with subject-specific tutoring or success strategies should contact SASP, Loyd All Sports Center, Suite 202; 214-768-3648; <https://www.smu.edu/sasp>.