

**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.

**Instructor Biography:**

**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.  
 Shirley Lindenbaum, *Kuru Sorcery: Disease and Danger in the New Guinea Highlands*, 2<sup>nd</sup> edition, Paradigm Publishers, 2013

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%

**Class Participation, In-Class Activities:** Class participation grades will be based on the frequency, pertinence, creativity, and clarity of contributions in class. Students will 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. 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). In-Class Activities will periodically occur and participation may be graded.

**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.

**Library Reserves and Blackboard:** Course texts will be available at the SMU Bookstore. A copy can be placed on reserve at Fondren Library upon request by a student to the professor. Sample exams, sample papers, and other materials that may help you in the course will be posted on Blackboard. Grades will not be posted; please contact the Professor or, if relevant, the TA for grade information. The Blackboard Announcements page will also be used, so check this and your SMU email account daily.

**All Written Assignments:** Please include your name, course number, TA name (if relevant), and date on each written assignment. Unless otherwise stated, only printed materials are accepted (see Writing Guidelines for other requirements). 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. Assignments are due in class.

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. Proof of date/time of submission is very important, so never leave material under doors, on desks, or in mailboxes.

**Absences/Missed Assignments:** Absences are excused for a debilitating illness or death in the family, and religious holidays. Notify the professor or TA *before* you are absent. *Written documentation* (i.e., by healthcare provider or funeral director) must be presented to the professor or TA upon your return in order to make up any missed work or in-class quiz. If you fail to notify us and provide the necessary documentation, you will not be allowed to make up the work. Make-up quizzes and extensions on homework deadlines can be offered only by the Professor, not a TA. Only students with *written documentation* (i.e., by healthcare provider or funeral director) of a debilitating illness or death in the family can be allowed to make up work. Missed assignments or tests receive a 0 (zero).

**Disabilities, Accommodation, and Religious Observance:** Southern Methodist University provides reasonable accommodations for students with disabilities. If you need academic accommodations for a disability, you must first contact Ms. Rebecca Marin, Coordinator, Services for Students with Disabilities (214-768-4563) to verify the disability and establish eligibility for accommodation. Then you should schedule an appointment with the professor to make appropriate arrangements. If you feel you have a disability but elect not to verify the disability under SMU policies, I will not be able to provide you with special accommodations (including extensions or extra exam time). Tests are scheduled so as to avoid

most religious holidays – if you have a conflict with the course schedule for religious reasons, please discuss it with me by the 12<sup>th</sup> day of university classes.

**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., not already submitted 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. All online connections must be off, and cell phones silenced and put away for class. Students using the internet or reading their cell phones during class may be ejected and all points for the day forfeited.

**Extra Credit:**

No extra credit is offered.

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**COURSE OUTLINE**

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

<b>Date</b>	<b>Lecture Topic and Readings</b>	<b>Student Assignments</b>
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 <a href="#">Smith-Morris</a>
	<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
	<b>Kuru Sorcery In-Class Assignment</b>	L (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.
	<b>Quiz 1</b>	
May 22	Cultural Competency in Health Care Worksheet – Winkelman Self-Assessment	W Ch. 3, BB Rdg. 33 Worksheet - Self-Ass (due today) <a href="#">Smith-Morris and Epstein</a>
	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
	<b>Outline/3-Source Bibliography Due</b>	

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 <a href="#">Myers</a>
	Quiz Review	
May 25	<b>Quiz 2</b>	
	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 <i>Film: Secret People</i> (snag films, 59 min.)	BB Rdgs. 37, 39,40
	<b>Literature Research Paper Due</b> <b>Oral Presentations in Class</b>	
	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
	<b>Oral Presentations in Class</b> EM worksheet due	<i>(EM critique article)</i>
	June 1	The Training of Western Healers <b>Oral Presentations in Class</b> Catch Up, Wrap Up, and Conclusion
June 2	<b>Final Exam</b>	

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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	
		L (entire book)	
May 18		W Ch. 4, BB Rdg. 18	
May 19		W Ch. 3, BB Rdg. 33 <a href="#">Smith-Morris and Epstein</a>	
		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 <a href="#">Myers</a> OR <a href="#">Parson</a>	
		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)	