



EFFECTIVE: MAY 2004
CURRICULUM GUIDELINES

A. Division: **INSTRUCTIONAL** Effective Date: **MAY 2004**

B. Department / Program Area: **ANTHROPOLOGY** Revision New Course
HUMANITIES & SOCIAL SCIENCES

If Revision, Section(s) **F,M,O,P,Q**
 Revised:
 Date of Previous **June 1996**
 Revision:
 Date of Current Revision: **February 2004**

C: **ANTH 220** D: **ANTHROPOLOGY OF HEALING** E: **3**

Subject & Course No.	Descriptive Title	Semester Credits
F: Calendar Description: An introductory consideration of medical/healing beliefs and practices cross-culturally, especially in non-Western/non-state societies. This course also considers the healing process itself.		
G: Allocation of Contact Hours to Type of Instruction / Learning Settings Primary Methods of Instructional Delivery and/or Learning Settings: Lecture Seminar Number of Contact Hours: (per week / semester for each descriptor) Lecture: 2 hrs. per week / semester Seminar: 2 hrs. per week / semester Number of Weeks per Semester: 15	H: Course Prerequisites: ANTH 100 or permission of Instructor	
	I: Course Corequisites: NONE	
	J: Course for which this Course is a Prerequisite NONE	
	K: Maximum Class Size: 35	
L: PLEASE INDICATE: <input type="checkbox"/> Non-Credit <input type="checkbox"/> College Credit Non-Transfer <input checked="" type="checkbox"/> College Credit Transfer: SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca)		

M: Course Objectives / Learning Outcomes

At the conclusion of the course the student will be able to:

1. Discuss the scope and focus of Medical Anthropology
2. Describe the relationship of traditional medical systems to modern clinical practices, their comparisons and contrasts.
3. Compare and contrast the roles of traditional healers and modern biomedical practitioners.
4. Discuss Shamanism and the Shamanic complex as major elements in traditional healing practices around the World.
5. Describe the basic nutritional needs of human beings and explain how culture influences definitions of what is food and not food.
6. Explain the concept of mental illness in relation to culture and belief.
7. Discuss the concept of stress and cultural forms of stress management, as well as the long-term effects of stress on the body and mind.

N: Course Content

1. History and scope of medical anthropology; medicine and culture.
2. The body as cultural document: anatomy, physiology and explanations of biology; explanation as myth, explanation as science.
3. Good food, bad medicine; bad food, good medicine: culture and nutrition.
4. Social systems and medical care; core clinical functions; roles and specialists; diagnosis and divination; illness categories.
5. The first healers: shamans and the shamanistic complex.
6. Doctor/healer, patient/client: the healing relationship in the context of culture.
7. Sex, gender and reproduction: the physical body and the social body; birthing as a cultural phenomenon.
8. Pain in the body, pain in the mind, pain in the society: culture and the experience of pain.
9. Leaf, vine and root: ethnopharmacology and the production of "medicines".
10. The grannery has fallen: human lives and the production of meaning.
11. Abandonment, abuse and personal identity in social interaction; childhood patterns, adult situations.
12. The validity of psychological categories cross-culturally; illness and behaviour; cultural patterns, individual lives.
13. Stress and the body: simple societies and stress, complex societies and stress, cultural control of stress reactions.

<p>O: Methods of Instruction</p> <p>The course will involve the use of a number of instructional methods to achieve its objectives, including the following: lectures, seminars, presentations and films as appropriate and useful.</p>										
<p>P: Possible textbooks and materials to be Purchased by Students</p> <p>McElroy, A. & Townsend, P. (2004). <i>Medical Anthropology: An Ecological Perspective</i> (4th edition). San Francisco: Westview: Press.</p> <p>Maté, G. (2003). <i>When the Body Says 'No': The Cost of Hidden Stress</i>. NY and Toronto: A.Knopf., Ltd.</p>										
<p>Q: Means of Assessment</p> <p>Assessment will be in accord with the Douglas College student evaluation policy. Specific components of evaluation will include some of the following: exams consisting of short answer questions and essay questions; research paper; seminar presentations; participation in class discussions.</p> <p>Specific evaluation criteria will be provided by the instructor at the beginning of the semester and will vary according to the instructor's assessment of appropriate evaluation methods.</p> <p>An example of one evaluation scheme:</p> <table style="margin-left: 40px;"> <tr> <td>Essay assignment</td> <td style="text-align: right;">40%</td> </tr> <tr> <td>Mid-term examination</td> <td style="text-align: right;">20%</td> </tr> <tr> <td>Final examination</td> <td style="text-align: right;">30%</td> </tr> <tr> <td>Participation</td> <td style="text-align: right;"><u>10%</u></td> </tr> <tr> <td></td> <td style="text-align: right;">100%</td> </tr> </table>	Essay assignment	40%	Mid-term examination	20%	Final examination	30%	Participation	<u>10%</u>		100%
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Participation	<u>10%</u>									
	100%									
<p>R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR</p> <p>No.</p>										

Course Designer(s): Paul Biscop

Education Council / Curriculum Committee Representative

Dean

Registrar