



ANTH 145 - Medical Anthropology Course Outline

Approval Date: 01/28/2011

Effective Date: 08/01/2011

SECTION A

Unique ID Number CCC000502848

Discipline(s) Anthropology

Division Arts and Humanities

Subject Area Anthropology

Subject Code ANTH

Course Number 145

Course Title Medical Anthropology

TOP Code/SAM Code 2202.00 - Anthropology / E - Non-Occupational

Rationale for adding this course to the curriculum

Units 3

Cross List N/A

Typical Course Weeks

Total Instructional Hours

Contact Hours

Lecture 54.00

Lab 0.00

Activity 0.00

Work Experience 0.00

Outside of Class Hours 108.00

Total Contact Hours 54

Total Student Hours 162

Open Entry/Open Exit No

Maximum Enrollment

Grading Option Letter Grade or P/NP

Distance Education Mode of Instruction On-Campus
Hybrid
Entirely Online

SECTION B

General Education Information:

SECTION C

Course Description

Repeatability May be repeated 0 times

Catalog Description The course will explore human evolution, globalization and the environment as factors for health disparities and the geographic distribution of disease. Emphasis is placed on the cross-cultural, comparative analysis of how people cope with illness through a range of medical systems, with particular attention to the unique experiences of women and ethnic groups within the United States.

Schedule Description

SECTION D

Condition on Enrollment

1a. Prerequisite(s): *None*

1b. Corequisite(s): *None*

1c. Recommended

- ENGL 90 with a minimum grade of C or better

1d. Limitation on Enrollment: *None*

SECTION E

Course Outline Information

1. Student Learning Outcomes:

- Identify and evaluate anthropological approaches to health and wellness in contemporary contexts
- Assess current health issues from evolutionary, environmental, cultural, and historical perspectives, using social science methodologies as the primary means of investigation.

2. Course Objectives: Upon completion of this course, the student will be able to:

- Evaluate the cultural, social and economic dimensions of Western medicine, using the research findings of medical anthropologists in a variety of geographic settings
- Review and assess contemporary global health problems
- Evaluate how cultural and social factors inform concepts of "wellness" and "illness" using ethnographic research
- Critically evaluate different forms of diagnosis, treatment, and wellness in biomedical and other settings
- Link the contemporary experiences of a wide range of cultural groups both within and outside of the United States (for example, Asian-Americans, Native-Americans, African-Americans, and women) with various structures of health and medicine, including the ways in which people define and re-define ethnic, racial, gender, or cultural affiliation(s) in such contexts

F.

3. Course Content

- Scope of medical anthropology (applied/interdisciplinary focus)
- The "professionalization" of medicine and changing roles/responsibilities of healthcare practitioners
- Population, disease patterns, and adaptation among Western and non-Western societies
- Genetic and environmental models for adaptation, morbidity and longevity
- Changing patterns of birth and death; cultural responses to these changes
- Stress, illness, and healing in "altered states" (visions/hallucinations/spirit possession)
- Introduction to a wide range of medical systems, for example
 - Naturopathy and alternative medicine
 - Shamanism (e.g., Latin American and Asian)

- c. Ethnobotany/healing plants (e.g., Asian, Latin American and Native American)
 - d. Psychic surgery
 - e. Symbolic healing
 - f. Preventative vs. curative systems
 - g. Traditional medicine
 - h. Biomedicine
 - i. "Quackery" and "pill sellers"
 - j. "Street medicine"
 - k. Divine/religion-based systems
- H. Women's roles as healthcare practitioners and consumers of healthcare;
- I. HIV/AIDS; cultural interpretations of HIV/AIDS and routes to prevention;
- J.

4. Methods of Instruction:

Discussion:

Distance Education:

Lecture:

Other (Specify):

Other: Course is primarily lecture-based with seminar-type student discussion as appropriate.

5. Methods of Evaluation: Describe the general types of evaluations for this course and provide at least two, specific examples.

Typical classroom assessment techniques

Quizzes --

Papers --

Additional assessment information:

1. Quizzes focus on class lectures, films, readings, and special presentations. Quizzes are composed of short answer, multiple choice, and word identifications, etc.

2. In-class discussions demonstrate the student's interest in the course, understanding of the materials, as well as critical thinking, verbal, and writing skills.

3. Essays demonstrate the student's skills in research methods, analysis and writing.

For example:

a. Three essays are scheduled as preparation assignments for the final paper: Proposal, Annotated Bibliography and Final Research Paper. The Proposal is a one page statement of interest, the Annotated Bibliography critiques the sources located for the research, and the Final Research Paper presents the final research.

b. Option 1: Focus on reviewing and assessing an anthropologist's contribution to our understanding of a selected health issue, the people studied, research methods used, and the importance of cultural knowledge in addressing healthcare.

c. Option 2: Focus on a locally-based health issue (for example, the health of farmworkers in Napa or the availability of contraception at UC Berkeley). It may involve interviewing, participant-observation with a social group or organization, use of ethnohistorical documents, secondary analysis of data, or other methods with instructor's approval.

d. Option 3: Focus on a cultural group discussed in class (for example, the Navajo in the US, the Akan in Ghana). Outline the ways in which this group's medical system(s) operate, and

discuss the possibility for integration into a biomedically-based medical system. Would it work? Could it work? Why or why not?

Letter Grade or P/NP

6. Assignments: State the general types of assignments for this course under the following categories and provide at least two specific examples for each section.

A. Reading Assignments

1. Selected readings from textbook and supplemental materials, including films. Sample reading assignments include:

a. Read the first chapter (pp. 3-23) of Emily Martin's "The Woman in the Body: A Cultural Analysis of Reproduction." Be prepared to discuss the research methods and population used by Martin in her research.

b. Read the Introduction (pp. 1-19) of "Cry of the Eagle: Encounters with a Cree Healer." Be prepared to discuss the aspects of the introduction that are emic and etic.

2. Written discussion questions based on reading assignments and/or films and brought to class.

For example:

a. What are the cultural variations of the "Placebo Effect," according to Moerman? What methods does he use to show that these variations exist?

b. Explain the difference between medical packaging of anti-depressants in the United States versus Latin America. How does cultural knowledge inform these designs?

B. Writing Assignments

1. Three-step writing exercise that results in the final paper for the course (outlined in "Assessment" section).

2. Course essays expanding on course material.

For example:

a. Write a five-page, typewritten essay comparing and contrasting preventative and curative medical systems in the Caribbean region. Discuss the underlying social, political, and cultural factors that influence the maintenance and efficacy (or inefficacy) of these systems.

C. Other Assignments

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7. Required Materials

A. EXAMPLES of typical college-level textbooks (for degree-applicable courses) or other print materials.

Book #1:

Author: Singer, Merrill and Hans Baer

Title: Introducing Medical Anthropology: A Discipline in Action

Publisher: AltaMira Press

Date of Publication: 2007

Edition:

B. Other required materials/supplies.

- Films watched in-class. Supplemental articles/reader provided by the instructor.