

Medical Anthropology course Syllabus

Program	Social Anthropology					
Course Title	Medical Anthropology					
Course Code	SoAn3112					
Degree Program	BA in Social Anthropology					
Module Name	Application of Anthropological Knowledge					
Module Code	SoAn-M3111					
Course Chair	Consultation hour:					
Instructor/Tutor	Consultation hour:					
ECTS	5					
Contact Hours	Lecture	Practical	Tutorial	HS	Assessment	Total
	40	20	0	40	35	135
Lecture Days, Hours & Room						
Tutorial Days & Hours						
Target Group	Third Year Social anthropology students					
Year/Semester	Year III, Semester II					
Pre-requisite						
Status of the Course	Core					
Mode of delivery	Parallel					
Course Description	<p>Course Description</p> <p>The course explores cross-cultural survey of cultural diversity and similarity in the interpretation of health, illness and healing systems. It examines the interrelationship of culture, society and health from local and global perspectives, and comparative examination of cross-cultural healing systems in Ethiopia and the interactions of western and traditional healing systems. It deals with conceptual and methodological issues related to health/illness; the socioeconomic and cultural dimensions of HIV/AIDS, and other known epidemics, with particular emphasis on the social and cultural factors that contribute to their spread. The course makes out into the complex interaction between culture, society, health and disease; the role of anthropology in medicine; the history, applications, concerns, theories and limitations of medical anthropology; and the role of medical anthropologists in our contemporary society. It studies the social and cultural dimensions of epidemiology: diseases and developments, social and cultural dimensions of epidemiology, social-cultural underpinnings of health-care seeking behaviors, and health beliefs. Institutionalized ways of dealing with misfortunes and diseases, roles and places of indigenous medical practice, the IKS of health and disease management will be studied.</p>					
Course Objectives	<p>At the end of the course, students will be able to:</p> <ul style="list-style-type: none"> ➤ explore cross-cultural survey of cultural diversity and similarity in the interpretation of health, illness and healing systems 					

	<ul style="list-style-type: none"> ➤ understand the role of anthropology in medicine; applications, concerns, theories and limitations of medical anthropology; and the role of medical anthropologists in our contemporary society ➤ examine the interrelationship of culture, society and health from local and global perspectives ➤ deal with the conceptual and methodological issues related to health/illness ➤ Know the socioeconomic and cultural dimensions of HIV/AIDS, and other known epidemics; with particular emphasis on the social and cultural factors that contribute to their spread
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Schedule of Lecture Topics, Activities and Reading

We ek	LH	Conceptual Focus	Activities/tasks	Reading
1	3	Introduction to Medical anthropology	Listen and take lecture notes, on the lesson, take part in reading assignment, asking questions from the lesson for more clarification	Pool and Geisser. 2005 pp. 28-30
2	3	definition and meaning of medical anthropology	Listen and take lecture notes, on the lesson, take part in reading assignment, asking questions	Pool and Geisser. 2005 pp. 28-30
3	3	Medical anthropology -historical development of medical anthropology	Listen and take lecture notes, on the lesson, take part in reading assignment, assignment submission, asking questions	Pool and Geisser. 2005 pp. 28-30
4	3	Methods in medical anthropology	Listen and take lecture notes, on the lesson, take part in reading assignment, asking questions	Pool and Geisser. 2005 pp. 141-150
5	3	Medical and non-medical conceptions of health and illness	Listen and take lecture notes, on the lesson, take part in reading assignment, assignment submission, asking questions from the lesson for more clarification	Giddens, 2001 pp.140-165 Calhoun, et.al. 1994. PP.372-383 Pool and Geisser. 2005. pp. 100-117 Winkelman, pp. 35-70
6	3	Medical and non-medical conceptions of health and illness	Listen and take lecture notes, on the lesson, take part in reading assignment, assignment submission, asking questions from the lesson for more clarification	Giddens, 2001. pp.158-168 Pool and Geisser. 2005. pp. 52-62
7	3	Approaches to medical anthropology	Listen and take lecture notes, on the lesson, take part in reading assignment, asking questions	Pool and Geisser. 2005. pp. 31-37
8	3	Theoretical and applied medical anthropology	Listen and take lecture notes, on the lesson, take part in reading assignment, assignment	Pool and Geisser. 2005 pp. 31-37

			submission, asking questions from the lesson for more clarification	
9	3	Medical systems and medical syncretism -Alternative medicine and health care provision	Listen and take lecture notes, on the lesson, take part in reading assignment, assignment submission, asking questions from the lesson for more clarification, field work and presentation	Pool and Geisser. 2005. pp. 39-51
10	3	Interpreting and explaining sickness	Listen and take lecture notes, on the lesson, take part in reading assignment, assignment submission, asking questions from the lesson for more clarification	Pool and Geisser. 2005 pp. 52-62
11	3	Situating health and sickness	Listen and take lecture notes, on the lesson, take part in reading individual reflection, assignment, assignment submission, asking questions from the lesson for more clarification	Pool and Geisser. 2005. pp.63-65
12	3	Anthropology and Epidemiology ➤ risk prevention and life style change ➤ risk and social relations	Listen and take lecture notes, on the lesson, take part in reading , assignment and assignment submission, asking questions from the lesson for more clarification	Trestle. 2005. pp. 1-20 Pool and Geisser. 2005. pp. 66-75
13	3	Anthropology and Epidemiology • interdisciplinary and methodology in AIDS research • HIV/AIDS prevention and control	Listen and take lecture notes, on the lesson, take part in reading assignment, assignment submission, asking questions from the lesson for more clarification, literature review and presentation	Winkelman, 2009. pp. 70-82 Turner . 2002. pp. 125-176. Pool and Geisser. 2005. Pp. 66-75
14	3	Concluding Remarks	Listen and take lecture notes, on the lesson, take part in reading assignment, assignment submission, asking questions from the lesson for more clarification	Pool and Geisser. 2005 pp. 28-30 Pool and Geisser. 2005 pp. 28-30

Learning Activities and Teaching Methods

Learning Activities

Students are expected to undertake among others the following major learning activities:

- Engage in learning by doing (independent study, group assignments, presentation, report writing, and etc...)
- Participation and note takings during class lectures and debates and discussions;
- Analysis, summarization and presentations of chapter/article, motions on selected civic and ethical issues;

Teaching Methods

- The course facilitator is expected to lecture for introducing concepts and topics, and give references, facilitate discussions, ask questions, give and correct assessments,
- Arrange and facilitate seminar sessions by inviting professionals for public lectures or debates on subject related issues as linked to civics and ethics.

Roles of Instructors and Students

Instructors and students will have their respective roles as indicated hereunder:

Roles of Instructors

The instructor will be expected to:

- Be a facilitator (introduce the subject; give guidance, moderate discussions, etc.)
- Read and comment assignments of students on time;
- Prepare his/her lessons and deliver lectures;
- Provide available and necessary reference materials
- Encourage active participation of students in the teaching learning process;
- Assist students with learning difficulties;

Roles of Students

Students are expected to:

- Engage in learning by doing (independent study, project work; group work, etc.)
- Be active learners (participate effectively in group assignments, make presentations, write reports, etc.);
- Critically assess journal articles and related topics from book chapters.

Assessments

- Attendance and participation -----.5%
- Test #1-----10%
- Test #2 -----10%
- Individual assignment -----15%
- Group assignment(fieldwork)----- 20%
- Final Exam -----40%

Assessment for practical

1. Assignment 40%

2. Presentation 20%
3. Field report writing and presentation 40%

Course policy

All Students are expected to abide by the code of conduct of students throughout this course. Academic dishonesty, including, Fabrication, cheating and plagiarism will not be tolerated and will be reported to concerned bodies for action. If you interested, you can get the material (to be copied by yourself) from your Academic advisor.

Class activities will vary from day to day, ranging from lectures to discussions. Students will be active participants in the course. You need to ask questions and raise issues. I expect you to do all the assignments you are supposed to accomplish. You are required to submit and present according to the timetable indicated. I will give the directions, if I find necessary, for the assignments one week prior to their due date though they are explained at each contents of your guidebook.

Note on class attendance and participation: You are expected to attend class regularly. I will take attendance on random days during the semester to ensure that students are coming to class. If you miss classes, your grade will be affected. If you miss more than 15% of the class attendance, you will not sit for final exam. Please try to be on time for class. I will not allow you enter, if you are late more than five minutes. I will often ask questions during my lectures and active participation is essential.

Cell phones: cell phones must be disabled before you enter to class. So please make sure that your cell phone is turned off before you enter to the classroom.

You are responsible for all class announcements and changes. All issues discussed in class and assignments are part of final exam question items. Please follow the instructions indicated at each contents of your course guidebook to complete all the assignments provided whether they are to be performed individually or in-group.

Reference

Pool, Robert and Geisser, Wenzel. Medical Anthropology: understanding Public Health (London; London School of Hygiene and Tropical Medicine, 2005)

Bibliography

Calhoun, C., Light, D., Harper, K. and Keller, S. Sociology. 6th ed. (New York; McGraw-Hill, inc., 1994)

Giddens, Anthony. Sociology. 4th ed. (Cambridge; Polity press, 2001).

Pool, Robert and Geisser, Wenzel. Medical Anthropology: understanding Public Health (London; London School of Hygiene and Tropical Medicine, 2005)

Trestle, A. James. Epidemiology and Culture (Cambridge; Cambridge University Press, 2005)

Turner, Bryan S. Regulating Bodies: Essay in Medical Sociology (London; Rout ledge, 2002)

Winkelman, Michael. Culture and Health: Applying Medical Anthropology (San Francisco; John Wiley and Sons, 2009)