



EFFECTIVE: MAY 2004
CURRICULUM GUIDELINES

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

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

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

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

Subject & Course No.	Descriptive Title	Semester Credits
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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.	
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G: **H:** Course Prerequisites:

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

<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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Final examination	30%									
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

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Registrar