1. **Title of the module**

ANTB5490 (SE549) Medical Anthropology: Causes and Consequences of Illness

1. **School or partner institution which will be responsible for management of the module**

School of Anthropology and Conservation

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 6

1. **The number of credits and the ECTS value which the module represents**

15 credits (7.5 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Spring

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

BSc Biological Anthropology and associated programmes

BSc Anthropology and associated programmes

BA Social Anthropology and associated programmes

Available as a wild module

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**

8.1 Critically understand the development of the anthropology of medicine and its relationship to other fields of anthropology (such as kinship, ritual, body, economics, politics, environment, consumption).

8.2 Critically describe the wide range of variation in cultural models and technologies of medicine and health as reported in ethnography.

8.3 Understand anthropological debates concerning health inequality, the relationship between health and the body, the historical development of western medicine and the relationship between biomedicine and other forms.

8.4 Critically assess the context and distribution of disease and illness and human responses to them at both individual and population levels.

8.5 Interpret varied information on aspects of human social, cultural and biological diversity in medical domains.

8.6 Apply medical anthropological knowledge to a variety of practical situations, personal and professional.

1. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**

9.1 Locate relevant sources of data (using library holdings and electronic sources) for particular assignments: essay writing, and note taking.

9.2 Summarise, interpret, and present data in oral and written form (essays, seminars).

9.3 Communicate the results of research to others in written and oral form (essays, seminars).

9.4 Contribute constructively to group discussions (seminars).

9.5 Relate ideas and material in one context (lectures) to material in another (seminars).

9.6 Follow closely written instructions relating to task specifications (module handouts).

1. **A synopsis of the curriculum**

The module addresses the causes, effects, treatments and meanings of health and illness. Health and illness are of major concern to most of us, irrespective of our cultural, social and biological contexts. In this module we will begin with an overview of the major theoretical paradigms and methods in medical anthropology. We will then focus on how and why different diseases have affected various human populations throughout history and the ways perceptions of what constitutes health and illness vary greatly, cross-culturally as well as within one particular cultural domain. This will be followed by an overview of ethnomedical systems as a response to illness and disease. Anthropological studies in the sphere of medicine originally tended to concentrate on other people’s perceptions of illness, but have increasingly come to focus on the difficulties encountered when trying to define what constitutes health in general. Anthropology has also turned its attention to a critical examination of biomedicine: originally thought of as providing a ‘value free, objective and true’ assessment of various diseases (epidemiology), biomedicine is now itself the subject of intense anthropological scrutiny and is seen as the expression of a culturally specific system of values. The module will also consider practical applications of medical anthropology.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Johnson and Sargeant, Medical Anthropology (Any Edition)

Douglas, Risk and Blame (Any Edition)

Turner, Medical Power and Social Knowledge (Any Edition)

Joralemon, Exploring Medical Anthropology (Any Edition)

McElroy and Townsend, Medical Anthropology in Ecological Perspective (Any Edition)

1. **Learning and teaching methods**

Total contact hours: 22

Private study hours: 128

Total study hours: 150

1. **Assessment methods**
	1. Main assessment methods

Essay (2000 words) (30%)

Annotated Bibliography (2000 words) (20%)

Examination, 2 hours (50%)

13.2 Reassessment methods

Like for Like

1. ***Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)***

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *8.6* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* | *9.6* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |
| Lecture | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** |  |  |  |
| Seminars | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** | **x** | **x** | **x** |
| Independent Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |  |  |  |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |
| Exam | **x** | **x** | **x** | **x** | **x** | **x** |  |  |  |  |  |  |
| Annotated Bibliography | **x** |  |  |  |  |  | **x** |  |  |  |  | **x** |
| Essay | **x** | **x** |  |  | **x** |  |  | **x** | **x** | **x** | **x** | **x** |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

The module offers a multidisciplinary approach to explore the concepts of health, illness and disease in non-western medical systems. Students will be exposed to the traditional beliefs and practices of a variety of cultures and sub-cultures to explore the different ways in they use plants, etc. for medicinal purposes and for healthy living.

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**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 27/10/17 | Minor | January 2019 | Template only | No |
| 08/01/20 | Minor | January 2021 | 1,9,13,14 | No |

Revised FSO Jan 2018