

Second Reading 17-0-0  
1/28/09

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### COVER SHEET FOR GRADUATE CURRICULUM PROPOSALS

All curriculum proposals should be sent to the Graduate School office for review and distribution. Information items will be handled administratively and require the "Cover Sheet for Graduate Information Items." New curriculum proposals and substantive curriculum changes require the action of both Graduate Council and the Executive Committee of the Faculty Senate and use this cover sheet. When all signatures have been obtained, the Graduate School will notify the originator of the proposal that it has been sent to the Graduate Council curriculum committee.

NOV 13 2008

RECORDS

Originator: Zibin Guo Date: October 31, 2008

Title of Proposal: New course "Medicine and Disease: a Cr ANTH 510

Proposed Starting Date: Fall 2009

REVIEWED BY:				
<u>Zibin Guo</u>	<u>11-10-08</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Department Head	Date	approve	neutral	disapprove*
<u>H. Beckman</u>	<u>11/10/08</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dean of the Academic College	Date	approve	neutral	disapprove*
<u>Yvonne Kelpatuck</u>	<u>11/13/08</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Director, The Graduate School	Date	approve	neutral	disapprove*
<u>Stephanie Bellon</u>	<u>11/12/08</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dean, The Graduate School	Date	approve	neutral	disapprove*
<u>Cynthia Otter</u>	<u>11-17-08</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
University Registrar	Date	approve	neutral	disapprove*
REVIEWED BY OTHER UNITS AFFECTED:				
Reviewer	Date	approve	neutral	disapprove*
Reviewer	Date	approve	neutral	disapprove*
Reviewer	Date	approve	neutral	disapprove*

\* Those who disapprove must attach an explanation.

#### SUMMARY OF ACTION BY GRADUATE COUNCIL

Approved as submitted

Approved with amendments (amendments indicated and transmitted to originator to revise and submit electronically for Executive Committee of the Faculty Senate)

Reviewed by the Provost [Signature] 1/20/09

Provost's signature Date approve disapprove\*

Forwarded to Executive Committee of the Faculty Senate

Graduate Council Chair [Signature] 1-8-09

Graduate Council Chair's signature Date

#### SUMMARY OF ACTION BY EXECUTIVE COMMITTEE OF THE FACULTY SENATE

Approved as submitted

Referred to Faculty Senate for action. [Signature] 1-15-09

President, Faculty Senate Date

1/28/09 Date sent to Originator 1/28/09 Date sent to University Registrar

09-0012A G Revised  
Also see 09-0012 & 09-0012B

Department of Sociology Anthropology and Geography  
Proposed Medical Anthropology Course  
Fall 2008<sup>9</sup>

**Proposal:**

A new graduate course being offered by the department of Sociology, Anthropology and Geography

ANTH 510<sup>10</sup>-Medical Anthropology; Medicine and Disease: A Cross Cultural Perspective  
3 credit hours

No pre or co-requisites

**Catalog Description:**

This course examines cultural, social, psychological, and biological aspects of the definitions, causes, symptoms, and treatment of illness and disease. Students will examine health delivery systems in a comparative format to better understand the role of institutions in defining medicine and health.

**Statement of Request:**

The department of Sociology, Anthropology, and Geography seeks to offer a graduate level course ANTH 5xx that address medical practice, organization and delivery in a cross-cultural perspective. This course would serve as an elective in the proposed concentration of health management. Moreover, students from other programs may be interested in using this class as an elective option.

**Rationale for new course:**

Students need the opportunity to study medical organization and practice in a comparative framework. The underlying assumptions of "best practice" are culturally influenced and dictate delivery systems. Our purpose is to inform and train people who will be making decisions about health delivery so that they can understand the cultural dimensions of delivery systems. This will impact both how we deliver health care and what we define as sickness from a cultural perspective. Currently there are no advanced, cross cultural health care related courses offered at UTC. This course could fill a gap for many students.

**Impact Statement:**

Since this course addresses an important gap in the current UTC offerings, especially a cross cultural perspective in health care the general impact should be positive. Clearly this course will be of benefit to the proposed health management concentration of the MPA program.

This course can be taught by the current anthropology faculty, specifically Dr. Zibin Guo. There will not be additional costs related to securing faculty.

Additional readings for the course will be covered by the current database access of the library.

**Model Syllabus: attached**

## **Proposed Medical Anthropology Course Syllabus**

### **ANTH 510 Medicine and Disease: a Cross-cultural Perspective**

Fall 2009

Department of Sociology, Anthropology & Geography  
University of Tennessee at Chattanooga

Professor: Zibin Guo, Ph.D.

E-mail Address: [zibin-guo@utc.edu](mailto:zibin-guo@utc.edu)

Class Meeting Time: M. W. 2:00 – 3:15

Class location: BRO 301

Office Location: 308E Brock Hall

Office Telephone: 425-4442

Office Hours: M. Tu. W. Th.

10:00 – 12:00 & OBA

### **The Course**

Medical practice and organization today take place in a social, cultural and institutional landscape, which to ordinary eyes differs greatly from the past. In part, the differences can be attributed to the continued progress of "modernization" and "medicalization," here the incremental cross-articulation of medical, political-economic and governmental institutions. One of the consequences of such "medicalization" is the impact on the interpretation of human physiological experiences in both clinical and social settings.

This course discusses cultural, social, psychological, and biological aspects of the definitions, causes, symptoms, and treatment of illness and disease. By comparing Western and non-Western medical theories, practices and systems this course will also provide an analysis of methods that various medical practitioners and patients construct and deal with sickness and maintain physical and mental well being as distinctive social realities, and how those realities are organized in local culturally and socially constructed systems.

### **Course Objectives**

1. To provide an introduction to the socio-cultural perspectives on health, disease and medical systems.
2. To help students understand the dynamics and interaction between human body, mind and human ecological systems and its consequences to human health.
3. To allow students to explore how social economic conditions, political ideologies, cultural traditions including religious views influence the way we define health and deal with health problems.
4. To give students the ability to appraise critically various views and policies about health care systems and organizations.

### **Required Text Books**

1. Culture, Health and Illness by Cecil G. Helman. 5<sup>th</sup> Ed. Trans-Atlantic Publications, Inc.; 2007
2. Why We Get Sick by Randolph Ness and George Williams. Vintage Books; 1996.
3. Spirit Catches You and You Fall Down by Anne Fadiman. Farrar, Strauss & Giroux; 1997

Plus selected readings reserved in the library

## **Evaluation of Students**

There will be two exams, one book reading report and a final paper. Each of the exams accounts for 30% of the final grade. The book reading report will account for 10% and the final paper accounts for 30%.

### 1. Exam

The content of all exams will be within the scope of materials used for the lectures. All exams will be in essay format. Detailed examination method will be discussed in class.

### 2. Book Reading Report

The week after the spring break, each student will submit a five pages long book reading report on "Spirit Catches You and You Fall Down." The writing of the book reading report should be focused on flowing two questions:

- (1) A discussion of your arguments on the most relevant point or example that the book presented to the understanding of culturally construction of disease, and;
- (2) In your view, to what extend does the book help you to understand the construction of illness in contemporary social reality?

### 3. Final Paper

At end of the semester each student will submit a 15-17 pages long paper based an interview conducted with a family member or close friend who has extensive experience dealing with health care system and managing his/her health condition. The paper will be constructed answering following questions:

- 1) The history of the illness
- 2) How many physicians has the interviewee sought for during the course and what is the diagnosis and treatments that each of the physicians provided to the interviewee?
- 3) How did the interviewee deal with these treatments and manage his/her own health conditions?
- 4) What are your interpretations on this episode?

The methods of conducting personal interview will be discussed in the class, and a written instruction for composing the term paper will be provided on the Blackboard.

## **Class attendance**

Students are expected to attend all lecture, film and discussion sessions. Five points will be deducted from final grade for every two inexcusable absences.

## Accommodation Statement

If you are a student with a disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) and think that you might need special assistance or a special accommodation in this class or any other class, call the Office for Students with Disabilities at 425-4006 or come by the office - 110 Frist Hall.

## Lecture Schedule

Date	Topics	Readings
Week 1	Introduction of the scopes as well as the major perspectives of medical anthropology studying health and disease.	Helman Ch.1 Ness Ch. 4&7
Week 2	Discuss the ecological model of health: why a population health status is viewed as the consequence of interaction between the population and its ecological conditions.	Helamn Ch. 2 & handouts
Week 3	Examine the factors shaping human dietary patterns & how the changing of these patterns contributing to human health in different societies.	Helamn Ch. 3; Ness Ch. 10.
Week 4	Survey the developments of major healing systems in the world, and discuss the dynamics of social changes including economic and political structures constructing the ways we defining and dealing with health problems	Helamn Ch. 4 & handouts
Week 5	Using the development of Chinese Medicine as an example illustrates how cultural factors including cosmologies, philosophies, religions, histories, and social factors including the pattern of economic adaptations, environment changes and political ideologies affecting the human population's views and strategies dealing with health and health problems.	Handouts
Week 6	Employing both social and cultural perspectives, examine How healers and patients differ in way of perceiving the meaning and the implications of health problems and how these differences may influence their clinical interactions.	Helman Ch. 5 & handouts

Week 7	From both biological and cultural & social perspective discussing the dynamics of body pain, and how the experience of body pain is a function of both social and cultural expression.	Helman Ch. 7 Ness Ch. 5
	<b>&amp; Exam One</b>	
Week 8	In-depth discussion on a number of other factors, such as personality, social and cultural backgrounds affect individuals' response to medication. The discussion focuses on non-pharmacological influence, in relation to placebos, psychotropic, and narcotic drugs, alcohol and tobacco from both social and cultural perspectives.	Helman Ch. 8 Ness Ch. 6
Week 9	Discussing the type of rituals that relate to health and illness practiced in various societies, and its significance in the therapeutic interaction and healing processes.	Helman Ch. 9 & handouts
Week 10	Examine how individuals' mental states and functions are also resulted of social and cultural conditions including the ways we defining normality and dealing with behaviors that are less accordance with social needs and standards.	Helman Ch. 10 Ness Ch. 14
Week 11	The experience of stress represents the generalized response of the organism to environment demands. The lectures focus on the discussion of major factors influencing human stress responses, including individuals characteristics, physical environment, available social support, cultural & social values, and economic status and expectations.	Helman Ch. 11 & handouts
Week 12	From cross-cultural perspective discuss how the significance of aging process is defined and perceived by economic and social & cultural developments.	Ness Ch. 8 & handouts
Week 13	Discuss how the emerging and prevalence of issues relate to human health are direct result of social and cultural change, and; how the technological advancement (including medical technology) is able to redefine medicine and human body conditions in relation to disease and illness.	Helman Ch. 12 & handouts

**& Book report due**

Week 14	Focus on the emerging phenomenon of “THE NEW MEDICINE”, lectures discuss why there is need for medicine to move away from an entrenched culture of drugs and surgery to focus more on prevention and engaging people as active players in their own healthcare.	Handouts
Week 15	<p>The lectures focus on how overpopulation, urbanization, economic and political stratifications continue to be the major factors contributing to human health conditions in the process of globalization.</p> <p><b>&amp; Exam Two</b>  <b>Final paper due</b></p>	Helman Ch 13