

COURSE OUTLINE

(1) GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	SOCIOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	AN0K245	SEMESTER	5, 6, 7, 8
COURSE TITLE	ANTHROPOLOGY OF HEALTH		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>		Specialised general knowledge	
PREREQUISITE COURSES:		None	
LANGUAGE OF INSTRUCTION and EXAMINATIONS:		Greek	
IS THE COURSE OFFERED TO ERASMUS STUDENTS		Yes, with bibliography in English	
COURSE WEBSITE (URL)		Please check out the module in the course catalogue of the division (https://elearn.uoc.gr)	

(2) LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B
- Guidelines for writing Learning Outcomes

Upon successful completion of the course, you will be able to:

- Explain the role of culture in the experience and conceptualization of health and illness,
- Recognize the value of an anthropological understanding of medical systems, and of health and illness,
- Interpret how social factors shape the incidence and diagnosis of disease,
- Evaluate contemporary ethical dilemmas related to medicine, technology and the body,
- Explore how social inequality produces health inequalities,
- Understand the importance of medicine as a focus of power, identity and economics.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology
Adapting to new situations
Decision-making
Working independently
Team work
Working in an international environment
Working in an interdisciplinary environment
Production of new research ideas

Project planning and management
Respect for difference and multiculturalism
Respect for the natural environment
Showing social, professional and ethical responsibility and sensitivity to gender issues
Criticism and self-criticism
Production of free, creative and inductive thinking
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Others...
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- Criticism and self-criticism
- Working independently
- Production of free, creative and inductive thinking
- Working in an interdisciplinary environment
- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Respect for difference and multiculturalism
- Showing social, professional and ethical responsibility and sensitivity to gender issues

(3) SYLLABUS

- 1 – Introduction to the course
- 2 – Introduction to Medical Anthropology
- 3 – The Concepts of Illness and Disease
- 4 – Illness Narratives
- 5 – Ethnomedical Systems
- 6 – The Culture of Biomedicine and Medicalization
- 7 – Structural Violence and Inequalities (Critical Medical Anthropology)
- 8 – Anthropology of the Body and Embodiment
- 9 – Gender and the Body
- 10 – Reproductive Health and New Reproductive Technologies
- 11 – Mental Health and Culture
- 12 – Sacred Plants and Healing
- 13 – Emerging Infections and Pandemics

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face to face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of the eLearn platform, PowerPoint and video delivery in classroom. Communication through eLearn and email.	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures	39
	Independent Study	83
	Final Exam	3
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Course total 125	
	<p>Students will be evaluated based on:</p> <ul style="list-style-type: none"> - Final exam (in Greek) <p>or</p> <ul style="list-style-type: none"> - Final paper (in English for Erasmus students who do not write in Greek). 	

(5) ATTACHED BIBLIOGRAPHY

<p>- <i>Suggested bibliography:</i></p> <p>Bastien, Joseph W. 1992. <i>Drum and Stethoscope: Integrating Ethnomedicine and Biomedicine in Bolivia</i>. Salt Lake City: University of Utah Press.</p> <p>Brown, Peter J., and Svea Closser, eds. 2021. <i>Understanding and Applying Medical Anthropology: Biosocial and Cultural Approaches</i>. Third edition. London: Routledge, Taylor & Francis Group.</p> <p>Crandon-Malamud, Libbet. 1993. <i>From the Fat of Our Souls: Social Change, Political Process and Medical Pluralism in Bolivia</i>. Berkeley: Univ. of California Press.</p> <p>Erickson, Pamela I. 2008. <i>Ethnomedicine</i>. Long Grove, Ill.: Waveland Press.</p> <p>Farmer, Paul. 2001. <i>Infections and Inequalities: The Modern Plagues</i>. University of California Press.</p> <p>———. 2005. <i>Pathologies of Power: Health, Human Rights, and the New War on the Poor</i>. University of California Press.</p> <p>Garcia, Angela. 2010. <i>The Pastoral Clinic: Addiction and Dispossession along the Rio Grande</i>. Berkeley: University of California Press.</p>

Georges, Eugenia. 2008. *Bodies of Knowledge: The Medicalization of Reproduction in Greece*. Vanderbilt University Press.

Joralemon, Donald. 2010. *Exploring Medical Anthropology*. Upper Saddle River: Prentice Hall.

Kleinman, Arthur. 1981. *Patients and Healers in the Context of Culture: An Exploration of the Borderland Between Anthropology, Medicine, and Psychiatry*. University of California Press.

———. 1986. *Social origins of distress and disease: depression, neurasthenia, and pain in modern China*. New Haven: Yale University Press.

———. 1988. *The illness narratives: suffering, healing, and the human condition*. New York: Basic Books.

Singer, Merrill, και Hans Baer. 2019. *Introducing Medical Anthropology: A Discipline in Action*. Rowman & Littlefield.

Strathern, Andrew. 1996. *Body Thoughts*. University of Michigan Press.

Wendland, Claire L. 2010. *A Heart for the Work: Journeys Through an African Medical School*. University of Chicago Press.

- *Related academic journals:*

Medical Anthropology Quarterly
Medical Anthropology
Social Science and Medicine