Course information:
Copy and paste current course information from Class Search/Course Catalog.

<table>
<thead>
<tr>
<th>Academic Unit</th>
<th>College of Liberal Arts and Sciences</th>
<th>Department</th>
<th>Subject</th>
<th>ASB Number</th>
<th>Title</th>
<th>Traditional Medicine and Healing</th>
<th>Units:</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is this a cross-listed course?</td>
<td>Yes</td>
<td></td>
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<tr>
<td>Is this a shared course?</td>
<td>(choose one)</td>
<td>If so, list all academic units offering this course SSH 355</td>
<td></td>
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</table>

Course description:
Requested designation: (Choose One)

Note- a separate proposal is required for each designation requested

Eligibility:
Permanent numbered courses must have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact the General Studies Program Office at (480) 965-0739.

Area(s) proposed course will serve:
A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:
Complete and attach the appropriate checklist
- Literacy and Critical Inquiry core courses (L)
- Mathematics core courses (MA)
- Computer/statistics/quantitative applications core courses (CS)
- Humanities, Fine Arts and Design core courses (HU)
- Social and Behavioral Sciences core courses (SB)
- Natural Sciences core courses (SQ/SG)
- Global Awareness courses (G)
- Historical Awareness courses (H)
- Cultural Diversity in the United States courses (C)

A complete proposal should include:
- Signed General Studies Program Course Proposal Cover Form
- Criteria Checklist for the area
- Course Syllabus
- Table of Contents from the textbook, and/or lists of course materials

Contact information:
Name: Melissa Beresford
Phone: 480-965-9649
Mail code: 2402
E-mail: melissa.beresford@asu.edu

Department Chair/Director approval: (Required)
Chair/Director name (Typed): Alexandra Brewis Slade
Date: 9/13/2013
Chair/Director (Signature): 

Rev. 1/94, 4/95, 7/98, 4/00, 1/02, 10/08, 11/11/12/11, 7/12
Rationale and Objectives

The humanities disciplines are concerned with questions of human existence and meaning, the nature of thinking and knowing, with moral and aesthetic experience. The humanities develop values of all kinds by making the human mind more supple, critical, and expansive. They are concerned with the study of the textual and artistic traditions of diverse cultures, including traditions in literature, philosophy, religion, ethics, history, and aesthetics. In sum, these disciplines explore the range of human thought and its application to the past and present human environment. They deepen awareness of the diversity of the human heritage and its traditions and histories and they may also promote the application of this knowledge to contemporary societies.

The study of the arts and design, like the humanities, deepens the student’s awareness of the diversity of human societies and cultures. The fine arts have as their primary purpose the creation and study of objects, installations, performances and other means of expressing or conveying aesthetic concepts and ideas. Design study concerns itself with material objects, images and spaces, their historical development, and their significance in society and culture. Disciplines in the fine arts and design employ modes of thought and communication that are often nonverbal, which means that courses in these areas tend to focus on objects, images, and structures and/or on the practical techniques and historical development of artistic and design traditions. The past and present accomplishments of artists and designers help form the student’s ability to perceive aesthetic qualities of art work and design.

The Humanities, Fine Arts and Design are an important part of the General Studies Program, for they provide an opportunity for students to study intellectual and imaginative traditions and to observe and/or learn the production of art work and design. The knowledge acquired in courses fulfilling the Humanities, Fine Arts and Design requirement may encourage students to investigate their own personal philosophies or beliefs and to understand better their own social experience. In sum, the Humanities, Fine Arts and Design core area enables students to broaden and deepen their consideration of the variety of human experience.

Revised October 2008
# ASU - [HU] CRITERIA

**HUMANITIES, FINE ARTS AND DESIGN [HU] courses must meet *either* 1, 2, or 3 *and* at least one of the criteria under 4 *in such a way as to make the satisfaction of these criteria **A CENTRAL AND SUBSTANTIAL PORTION** of the course content.**

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>1. Emphasize the study of values, of the development of philosophies, religions, ethics or belief systems, and/or aesthetic experience.</td>
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<tr>
<td></td>
<td></td>
<td>2. Concerns the comprehension and interpretation/analysis of written, aural, or visual texts, and/or the historical development of textual traditions.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Concerns the comprehension and interpretation/analysis of material objects, images and spaces, and/or their historical development.</td>
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<tr>
<td></td>
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<td>4. In addition, to qualify for the Humanities, Fine Arts and Design designation a course must meet one or more of the following requirements:</td>
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<tr>
<td></td>
<td></td>
<td>a. Concerns the development of human thought, including emphasis on the analysis of philosophical and/or religious systems of thought.</td>
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<tr>
<td></td>
<td></td>
<td>b. Concerns aesthetic systems and values, literary and visual arts.</td>
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<td>c. Emphasizes aesthetic experience in the visual and performing arts, including music, dance, theater, and in the applied arts, including architecture and design.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. Deepen awareness of the analysis of literature and the development of literary traditions.</td>
</tr>
</tbody>
</table>

**THE FOLLOWING ARE NOT ACCEPTABLE:**

- Courses devoted **primarily** to developing a skill in the creative or performing arts, including courses that are **primarily** studio classes in the Herberger College of the Arts and in the College of Design.

- Courses devoted **primarily** to developing skill in the use of a language – **However, language courses that emphasize cultural study and the study of literature can be allowed.**

- Courses which emphasize the acquisition of quantitative or experimental methods.

- Courses devoted **primarily** to teaching skills.
<table>
<thead>
<tr>
<th>Course Prefix</th>
<th>Number</th>
<th>Title</th>
<th>Designation</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASB/SS414</td>
<td>355</td>
<td>Traditional Medicine &amp; Healing</td>
<td>HU</td>
</tr>
</tbody>
</table>

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Course emphasizes study of traditional ethnomedical practices in Latin American cultures</td>
<td>see yellow highlights in syllabus</td>
</tr>
<tr>
<td>4.a</td>
<td>Course focuses on analysis of religious systems of medicine/health</td>
<td>see green highlights in syllabus</td>
</tr>
</tbody>
</table>
This syllabus is subject to further change or revision, as needed, to best realize the educational goals of the course. Necessary revisions will be announced in class or on course materials with fair prior notice.

Traditional Medicine and Healing
ASB 355
Fall 2011
Line Number: 78716

Course Meetings: Monday & Wednesday, 3:30-4:45pm (3 credit hours)
SHESC 340

Professor: Dr. Jonathan N. Maupin
Office: Matthews Center 209
Office Hours: Tuesday, 1-3pm and by appt.
Office Phone: 965-2167
Email: jonathan.maupin@asu.edu

TA: Amanda VanSteelandt
Office: Mathews Center 202
Office Hours: Monday, 1-3pm
Email: alvanste@asu.edu

Course Description and Goals
Traditional medicine and healing have been a central focus of Anthropology and Global Health for nearly a century. Yet, the terms themselves are ambiguous and often imply value-laden and homogenizing categorizations onto a wide range of phenomenon and practices. For example, how do we define what is “traditional” or “healing,” and what is the relationship between “traditional” and “modern” medicine? These questions are particularly relevant when we consider healers, practices, and patients in the context of medical pluralism. What is the impact of the global extension of Western biomedicine on “traditional” health systems, including healers, beliefs, and practices? More specifically, how do “traditional” healers react to biomedical services and how do individuals make sense of and choose between different types of medical care for particular issues?

This course addresses these questions by focusing on case studies from Latin America. The course is divided into two sections. The first section provides an introduction to the field of ethnomedicine, followed by a focus on traditional healers and healing in Latin America. The second section focuses on the issues of medical pluralism, the incorporation of traditional healers into biomedical programs, intra-cultural variation and change in health beliefs and practices, treatment-seeking behavior, as well as current issues including biopiracy and the “ownership” of traditional knowledge.

By the end of the course you should be able to:
1. Critically analyze the concepts of “traditional” and “modern” medicine
2. Understand relationship between socio-cultural contexts and medical systems
3. Critically analyze the influence of political, economic, historical, and socio-cultural factors influencing the emergence, continuation, and dynamism of medical pluralism

Updated 8/21/2011
Course Format
The course will consist of in-class lectures and activities, written and data elicitation assignments, two exams, and a final poster project. The purpose of lectures will be to review the major conceptual points of each new topic and to integrate and expand on the reading material. In-class films will provide a visual and narrative complement to the readings. Exams and assignments are intended to assess whether you have completed the reading assignments and understood the basic concepts the readings and class.

Using Blackboard. To access electronic readings, complete exams and submit assignments you will often need to use blackboard. To successfully use blackboard, please review the following:
1. You must have an ASU e-mail address to communicate through Blackboard, so I can send e-mail to you through your ASU address.
2. Please familiarize yourself with how Blackboard works. Go to the following link: http://help.asu.edu/bb9forstudents or click on the “Help” button at the top of the Blackboard page. There have been some recent changes, especially to the way in which assignments are submitted, so please review this section carefully.
3. If you experience technical problems using Blackboard, ASU provides assistance 24 hours a day, seven days a week. You can:
   1) fill out a form to submit a question at: http://help.asu.edu/contact
   2) call the UTO help desk at 480-965-6500
   3) for other information regarding computer issues, go to: http://asu.edu/helpdesk

Required Books
Erickson, Pamela

Rogoff, Barbara

Trotter II, Robert and Jaun Antonio Chavira

The books are available locally at the ASU Bookstore. Less expensive used copies of assigned books can usually be found at amazon.com. Additional required readings will be made available electronically on the course website.*

Assessment
Final grades for the course will be based on a total of 200 points assigned on the basis of the following.

• 10 Assignments: 50 points (5 points for each assignment)
• Exam # 1: 50 points, based on multiple choice, true/false and short answers
• Exam # 2: 50 points, based on multiple choice, true/false and short answers
• Exam # 3: 50 points, based on multiple choice, true/false and short answers

Updated 8/21/2011
Final grades are assessed as:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>99-100</td>
<td>Excellent +</td>
</tr>
<tr>
<td>A</td>
<td>93-98.9</td>
<td>Excellent</td>
</tr>
<tr>
<td>A-</td>
<td>90-92.9</td>
<td>Excellent -</td>
</tr>
<tr>
<td>B+</td>
<td>87-89.9</td>
<td>Good +</td>
</tr>
<tr>
<td>B</td>
<td>83-86.9</td>
<td>Good</td>
</tr>
<tr>
<td>B-</td>
<td>80-82.9</td>
<td>Good -</td>
</tr>
<tr>
<td>C</td>
<td>70-79.9</td>
<td>Fair</td>
</tr>
<tr>
<td>D</td>
<td>60-69.9</td>
<td>Passing</td>
</tr>
<tr>
<td>E</td>
<td>&lt;60</td>
<td>Failure</td>
</tr>
<tr>
<td>XE</td>
<td></td>
<td>Failure due to Academic Dishonesty</td>
</tr>
</tbody>
</table>

For your own protection, you should keep a copy of everything you hand in.

**Policy on Late Assignments**

You are required to complete all assignments and exams by the stated due dates. Unexcused late assignments or exams will not be accepted. Excuses for an assignment or exam must be made and approved in advance of the due date of the assignment. Requests for excuses must be written, either on paper or email, and approval must be obtained, either by an email reply or by having the paper excuse signed. In order to get credit with the late assignment you must turn in a copy of the email approval or signed written excuse. The instructor will not accept late assignments or exams except in the most unusual, extreme circumstances of incapacitating illness, death of family members, or other university-approved excuses. You must provide documentation of such circumstances from a medical doctor, funeral home, or other appropriate authority.

**Incompletes**

A mark of "I" (incomplete) is given by the instructor when you are otherwise doing acceptable work but are unable to complete the course because of illness or other conditions beyond your control. You are required to arrange with the instructor for the completion of the course requirements. The arrangement must be recorded on the [Request for Grade of Incomplete form](http://students.asu.edu/forms/incomplete-grade-request). The instructor will not assign grades of “incomplete” except in the most unusual, extreme circumstances of incapacitating illness, death of family members, or other university-approved excuses. You must provide documentation of such circumstances from a medical doctor, funeral home, or other appropriate authority.

**Grade Appeals**

ASU has formal and informal channels to appeal a grade. If you wish to appeal any grading decisions, please see [http://catalog.asu.edu/appeal](http://catalog.asu.edu/appeal).

**Course Assessment**

1. **Exams (3 exams x 50 points = 150 points)**
**Due Dates:** Due dates for the exams are described in the syllabus below. Exams will be administered through Blackboard. Exams will be available online the day designated below from 8am MST to 5pm MST. Exams completed after that date will be penalized a letter grade or more, unless appropriate documentation is provided (see policy on late assignments).

*Updated 8/21/2011*
Exam Format: The exams will include multiple choice, true/false, and short answers randomly drawn from a larger pool of questions. They will cover materials covered in lectures, in-class activities, in-class films and readings for the assigned lessons. Exams are non-cumulative. Although this is an open book format, it is a timed one, so you should prepare for the exam as you would any exam. In other words, when you look at the lectures and do the readings, make notes and organize them so that you are able to refer back to them quickly when you are taking the exam.

Once you begin the exam in Blackboard, you must complete the exam within a one-hour time limit. BE CAREFUL! Do not start the exam until you are sure you have uninterrupted time available and a reliable Internet connection. The computer will allow you to continue past the deadline, but will report to me how long you took. I will then deduct 1 point for every 5 minutes you spend past the deadline. The exam will show you one question at a time. Once you have submitted an answer for that question, you will not be able to return to make a change.

Exam re-set due to server crash: In the unlikely event that your computer crashes or the connection fails while you are taking the exam, please e-mail me immediately so that I can reset the exam. You will receive only one reset for any exam. (It will not be the exact same exam - Blackboard will automatically generate a new exam.)

2. Assignments (10 assignments x 5 points = 50 points)
Assignments will take several forms: (1) written responses to questions addressing the concepts and material discussed in class, (2) quantitative data collection following methodologies presented in class, and (3) writing related to your poster project.

Assignments must be submitted prior to the deadline noted in the syllabus. No assignments will be accepted after that deadline.

Assignment format: The total assignment length minimum is ¾-page and maximum is one page (double-spaced, 1” margins, must be 12 point). There will be a half letter grade reduction for failing to follow these guidelines. Points will be taken off for larger font or increased margin sizes.

Assignment file name: Do not put any extra characters (such as # or : ) in the file name – Blackboard reads these as an http error and will not allow it to be opened. Save the file with your name and the assignment number (e.g.: LastName_FirstName_A1.)

Uploading assignment on blackboard: You must submit written assignments to me through blackboard. When you click on the assignment in the Assignments section, you will see a text area to write comments as well as a place to attach a word document. You should copy and paste the text into the comment box AND attach the word document using the attachment too.

If you have successfully submitted the assignment, an exclamation mark will be visible in the Gradebook under the appropriate column. If you do not see such an exclamation mark in the appropriate column of the grade book after submission please contact me ASAP.

Updated 8/21/2011
Email and Office Hours
If you have questions about an assignment, exam, due date, course schedule, or other general course issues, please post your inquiry on the Blackboard thread entitled “Questions and Answers.” If you do not receive a response in 24 hours, please contact either Amanda VanSteelandt or Dr. Maupin.

Important note
It is your responsibility to check (at least three times a week) for any new announcements for the course posted on Blackboard.

Course Schedule

Part I. Introduction to Ethnomedicine

Week 1 – Introduction to Ethnomedicine
8/22 Introduction to Course
Homework #1 Due 8/23 (free-lists) and 8/24 (pile sort) by 10am
8/24 What is Ethnomedicine? What is Traditional?
Reading:
• Erickson Ch. 1
• Rubel and Hass

Week 2 – General Concepts: Health Systems and Sectors
8/29 General Concepts in Ethnomedicine
Readings:
• Erickson Ch. 2
• Kleinman, Arthur

8/31 Health Systems, Social Organization, and Change
Readings:
• Eder and Garcá Pu
2003 Model of indigenous Maya medicine in Guatemala: Joint investigation in Sipacapa, San Marcos, San Martin Jilotepeque, Chimaltenango, and San Juan Ixcoy, Huehuetenango. Guatemala City: DED and ASECSA. Ch. 3

Week 3 – Theories of Disease Causation
9/5 Labor Day – No Class
Homework #2 Due 9/3 (free list) and 9/5 (pile sort) by 10am

Updated 8/21/2011
Theories of Disease Causation
Readings:
- Erickson Ch. 3-4
- Foster, George

Week 4 – Inter-Cultural Variation in Medical Knowledge
9/12 Inter- and Intra-Cultural Variation
Readings:
- Mathews, Holly
- Tedlock, Barbara
- Weller, Susan

Homework #3 Due 9/11

9/14 Inter- and Intra-Cultural Variation
- Garro, Linda

Week 5 – Folk Illnesses and Culture Bound Syndromes
9/19 Folk Illnesses and Culture Bound Syndromes
Readings:
- Rebhun, L.A.
- Greenway, Christine
- Oths, Kathryn
- Rubel, A., C. O'Neill and R. Collado

9/21 EXAM #1

Updated 8/21/2011
Week 6 – Traditional Healers
9/26 Recruitment, Training, and Authority
Readings:
  • Rogoff Ch. 5, 9, 10, 11

9/28 Film: Eduardo the Healer
Homework #4 Due

Week 7 – Shamanism
10/3 Shamanism – Definitions and Variation
Readings:
  • Brown, Michael
    1988 Shamanism and Its Discontents. Medical Anthropology Quarterly
    2(2):102-120.
  • Lipp, Frank J.
    2001 A Comparative Analysis of Southern Mexican and Guatemalan
    95-116. Austin, TX: University of Texas Press.
  • Winkelman, Michael

10/5 Film: TBA

Week 8 – Traditional Healers and Healing
10/10 Guest lecture

10/12 Film: Can Prayer Heal?

Week 9 – Traditional Healing
10/17 Does Traditional Healing Work? Symbols, Self, and Society
Readings:
  • Dow, James
  • Kleinman, Arthur and Lilias Sung
    1979 Why do indigenous practitioners successfully heal? Social Science
  • Michel et al.
    2007 Medical potential of plants used by the Q’eqchi Maya of Livingston,
    Guatemala for the treatment of women’s health complaints. Journal of
    Ethnopharmacology 114: 92–101
  • Waldram, James
    2000 The Efficacy of Traditional Medicine: Current Theoretical and
    Methodological Issues. Medical Anthropology Quarterly 14(4):603-625

Updated 8/21/2011
Supplemental Readings:
- Holland and Tharpe

Homework #5 Due

10/19 EXAM #2

Part II. Medical Pluralism and Culture Change

Week 10 – Introduction to Medical Pluralism
10/24 Introduction to Medical Pluralism
Readings:
- Baer, Hans
- Cosminksky, Sheila
- Stoner, B. P.

Homework #6 Due 10/15

10/26 Guest Lecture

Week 11 – Medical Systems and Change
10/31 Curanderismo: Tradition or Invention?
Readings:
- Trotter and Chavira Ch. 1-4
- Treviño, Carlos Viesca
- Schepers-Hughes and Stewart
  1983 Curanderismo in Taos County, New Mexico-A possible case of anthropological romanticism? Western Journal of Medicine December 139:875-884.

11/2 Film: TBA

Updated 8/21/2011
Week 12 – Medical Systems and Change (cont.)
11/7 Curanderismo – Theory, Practice, and Future
Readings:
- Trotter and Chavira Ch. 5-8
11/9 Biomedical and Traditional Medical Beliefs
Readings:
- Logan, Michael
- Ross, Norbert, CA Timura, and JN Maupin
  n.d. Globalization and Cultural Resiliency in Folk Medical Beliefs. Unpublished manuscript.

Homework #7

Week 13 – Traditional Healers and Biomedicine
11/14 Antagonism, Incorporation, and Adaptation
Readings:
- Coreil, Jeannine
- Greene, Shane
- Velimirovic, Boris

Supplemental Readings:
- Maupin, Jonathan

Homework #8 Due

11/16 Film: Healers of Ghana

Week 14 – When the Local Goes Global
11/21 Ethnobotanical Knowledge and Biopiracy
Readings:
- Berlin and Berlin
- Nigh, Ronald

Updated 8/21/2011
11/23  Appropriating Tradition
Readings:
- Aldred, Lucy

Film: White shamans and plastic medicine.

Homework #9 Due

Week 15 – Practical Implications of Traditional Medicine and Healing
11/28  Treatment-Seeking Studies in Contexts of Medical Pluralism
Readings:
- Annis, Sheldon
- Young and Garro
  1982  Variation in the Choice of Treatment in Two Mexican Communities. Social Science and Medicine 16:1453-1465.

Homework #10 Due

11/30  Cultural Competency and Traditional Medicine
Readings:
- Erickson Ch. 5
- Ehrenreich, Jeffrey

Week 16 – Final Exam
12/5  Exam #3

Student Standards
Students are required to read and act in accordance with university and Arizona Board of Regents policies, including:

The ABOR Code of Conduct: Arizona Board of Regents Policies 5-301 through 5-308: http://www.abor.asu.edu/1_the_regents/policymanual/chap5/5Section_C.pdf

Academic Integrity
All students are responsible for reviewing and following ASU’s policies on academic integrity: http://provost.asu.edu/academicintegrity. If you fail to meet the standards of academic integrity in any of the criteria listed on the university policy website, sanctions will be imposed by the instructor, school, and/or dean. Academic dishonesty includes borrowing ideas without proper citation, copying others’ work (including information posted on the internet), and failing to turn in your own work for group projects. Please be aware that if you follow an argument closely, even if it is not directly quoted, you must provide a citation to the publication, including the author, date and page number. If you directly quote a source, you must use quotation marks and provide the

Updated 8/21/2011
same sort of citation for each quoted sentence or phrase. You may work with other students on assignments; however, all writing that you turn in must be done independently. If you have any doubt about whether the form of cooperation you contemplate is acceptable, ask the TA or the instructor in advance of turning in an assignment. Please be aware that the work of all students submitted electronically can be scanned using SafeAssignment, which compares them against everything posted on the internet, online article/paper databases, newspapers and magazines, and papers submitted by other students.

**Student Support and Disability Accommodations**
ASU offers support services through Counseling (http://students.asu.edu/counseling), the Learning Resources Center (www.asu.edu/irc), and the Disability Resource Center (http://www.asu.edu/studentaffairs/ed/drc/). If you are a student in need of special arrangements for we will do all we can to help, based on the recommendations of these services. For the sake of equity for all students, we cannot make any accommodations without formal guidance from these services.

*Updated 8/21/2011*