Health, Belief, and Ethnomedicine: 
Traditional Healing and Medical Anthropology in Belize

Course Number: BIO
Course offered at Sacred Heart College by CELA
Credit: 3 hours

COURSE DESCRIPTION:
Contemporary indigenous groups draw on a long history of working with medicinal plants from their surrounding environment, while taking a holistic approach to health care. Around the globe many traditional health practices are quickly fading, however traditional healers remain widely consulted and essential members of their communities. This course will offer an introduction to the world of traditional health as it is practiced and integrated into daily life in southern Belize. The health practices of Maya and Garifuna populations will be explored in-depth, with a focus on their vitality and relevance to people's lives. Through in-class lectures and discussions, readings, guest lectures, visits with traditional healers and other elders, tours of a medicinal plant garden and medicinal plant walks with healers, students will have the opportunity to experience unique health traditions as they have been passed down through generations and begin to understand their form and function in today's world.

COURSE OBJECTIVES:
By the end of the course, students should:
- Have a deep understanding of the importance of indigenous and traditional medical systems for people's continued health and well-being;
- Develop insight into the relationships between traditional medicine and biomedicine;
- Have proficiency in the history and cultures of indigenous populations in Belize;
- Be challenged to make connections between the course readings and lectures and people's actual health care experiences;
- Have an understanding of the role of traditional medicine within the Belizean health care system and how this might apply in other South and North American contexts.

COURSE READINGS AND MATERIALS:
Readings will be provided to students in electronic format prior to the lectures and assignments.

TEACHING APPROACH
The main method of instruction is Problem Based Learning (PBL), which is an instructional approach to encourage meaningful, student-focused learning. The trainer will draw on the principles of adult learning, which states that for adults: they must be partners in their own educational plans and evaluations; they learn experientially, based on positive and negative experiences; the material must be relevant and problem-based learning (PBL) is more effective than content-based learning.
In addition to PBL, the following strategies will be used during the ten-day training: Field work, Cooperative Learning, Lecturing, Individual/Partner Exercises, journal entries, and presentations. Students should be prepared to hike (slow-paced) on sometimes rough trails in the forest; please bring appropriate footwear, clothing, hat and insect repellent.

STUDENT ASSESSMENT:
Students can take this course for credit (issued by their home institution, generally for 3 credit hours) or they can take it for personal development. For those wishing to receive academic...
credit for the course or for those wishing to receive a grade for the course and the ability to access a letter of completion from ISIS showing that grade, the following assignments will make up the elements of the final grade. For those wishing to take the course for personal development, you will be expected to participate actively in all discussions and fieldwork and will be asked to complete all field work sheets and to prepare a presentation for the class, but will not be asked to write the final exam and no grade will be recorded for you.

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<th>METHODS OF EVALUATION:</th>
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<tr>
<td>Participation</td>
<td>10%</td>
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<tr>
<td>Reflective Journal (4 entries)</td>
<td>40%</td>
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<tr>
<td>Course Paper</td>
<td>30%</td>
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<tr>
<td>Final Presentation</td>
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**Participation:**
Students are expected to prepare by completing the assigned readings and are expected to actively participate by asking questions and contributing during the discussions and guest lectures. Students will also be encouraged to share on the subject of their reflective journal entries.

**Reflective Journals:**
Students are expected to keep a reading/reflective journal throughout the course and submit four entries – each entry no more than 2 pages in length (12 pt, double line spacing, see details below).
1. Reflective Journal 1: This entry will reflect on health issues and traditional medicine and should be based on the initial readings. You should raise 3 to 4 questions/issues and explain why they are relevant and/or important. These issues can then be used as the subject of your 3 other entries and also the subject of your term paper.
2. Reflective Journal 2-4 – these ideally should be on the questions you posed at the beginning of the course but may deviate from these as interest in other areas develops.

**Term Papers:**
The students will prepare a 8-10 page term paper on a topic agreed upon with the professor on an issue that will allow them to explore a particular issue related to health and traditional medicine in Belize. These papers can make use of the reflective entries, course readings and lectures and talks with guest speakers. Students are encouraged to identify their topic within the first 2 days of the course. The due date for the papers is one week following the last day of class June 17th 2016.

**Presentation:**
This will be a 15-20 minute power point presentation based on the term paper and will be on the last day of the course.

The grade distribution for this course is as follows:

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<tr>
<th>Grade</th>
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<td>A-</td>
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## COURSE SCHEDULE: Subject to Change

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<tr>
<th>Date</th>
<th>Readings / Activities</th>
<th>Readings / Activities</th>
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| Day 1  | Introduction to course (San Ignacio)  
Traditional Health and Medicine  
Basic concepts 1: Medical Anthropology  
Visit to local healer (Lucas Medina) – medicinal garden, jungle trail, and preparation of traditional medicines. | Good (1994) “Medical anthropology and the problem of Belief”  
Finkler (1984) “Sacred healing and biomedicine compared” |
| Day 2  | Basic concepts 2: (San Ignacio)  
Medical Anthropology  
The questions of efficacy  
Visit to Dr Harry Guy (traditional medications) | Kirmayer (2007) “Psychotherapy and the cultural concept of the person”  
| Day 3  | Health Care in Belize (San Ignacio)  
Field Tour of local health facilities; visit variety of local households  
A question of “Mental Health”  
| Day 4  | History and Culture of Maya in Belize (San Ignacio)  
Guest Lecture: Maya Health and Spirituality  
Field: Visit Maya Village and Maya archeological sites  
Traditional Knowledge & Science | Nigh (2002) “Maya medicine in the biological gaze”  
| Day 5  | Contemporary Maya healing 1 (San Ignacio)  
Field Visit Belize Botanic Gardens Maya Healing Garden and Garden Tour;  
Healer Demonstrations in San Ignacio | Harvey (2011). “Maya mobile medicine in Guatemala”  
| Day 6–7| Weekend free time in summer session | New Year’s Day in winter session |
| Day 8  | Contemporary Maya healing 2 (Toledo)  
Field Visit Maya Healing Garden (Maya Healers Association); Garden Tour;  
Healer Demonstrations; a visits to Maya ceremonial sites (Lim Ni Punit). | Hatala & Waldram (2015). “The Role of Sensorial Processes in Q’eqchi’ Maya Healing”  
| Day 9  | History and Culture of Garifuna (Toledo)  
Guest Lecture: Garifuna Health and Spirituality  
Arzu Mountain Spirit Wellness Centre | To be announced |
| Day 10 | Contemporary Garifuna healing 1(Toledo)  
Field visit: Medicinal Plant Hike with Garifuna Healer; healer demonstrations | To be announced |
Day 11

Contemporary Garifuna healing 2 (Toledo)
Field visit: healer demonstrations and workshop with Garifuna Healer (Arzu)
Visit to Baronco and Ixcacao chocolate factory
Maya Center for the night and workshop with Aurora Saqui.

*3rd Journal Reflection due

Day 12

Course Summary & Review
Location: Tropical Education Center (TEC)
Students to be picked up on Saturday morning from TEC and taken to the airport (or to San Ignacio if they are moving on to another course)

*4th Journal Reflection due

*Optional evening tour of Belize Zoo

Student Presentations

POLICIES and RECOMMENDATIONS:
1. CELA is committed to the sustainable development of Belize. You can play a part in that by ensuring that you leave only your footprints behind in Belize. Please do not leave any garbage behind at any classroom or field site. Where you have a choice, CELA encourages students to drink soft drinks from glass bottles (they can be recycled) and not from plastic (they are burned). Belikin and Stout beer bottles are recycled but Lighthouse bottles are not. Please use cloth bags instead of taking plastic bags from stores. Where possible, avoid buying food in Styrofoam containers.

2. CELA values the diversity of its student body, staff and faculty. As such, we are committed to gender-neutral and bias-free language. Everyone is expected to support this policy in written materials and spoken contributions to class sessions.

3. CELA is committed to intellectual and academic honesty. In any assignment, please ensure that you give credit to the original author(s) to avoid any issues of plagiarism.

4. Everyone is expected to participate in the course. Classroom discussions and field experiences benefit from your questions and thoughts.

ESSAY STYLE & FORMATTING:
Except when gender specificity is necessitated by the topic or context, gender inclusive language must be used. All assignments require you to use 12-point Times New Roman font with 2.5 cm (1 inch) margins. Lines are to be double-spaced and make sure that your program is NOT defaulted to add a space between paragraphs. APA formatting is to be used on all assignments. This includes: title page, page layout, in-text citations, and reference pages. For details on APA style, see the style guide posted on the course website or go to http://www.apastyle.org/. Marks will be deducted for incorrect citation and referencing. Absent citations and references may result in academic misconduct. See plagiarism in the following section. It is expected that you will develop and improve upon your writing skills throughout the course. Marks will be deducted for poor grammar, spelling errors, and generally unreadable work.

ACADEMIC INTEGRITY & PLAGERISM:
Academic integrity, or honesty in academic work, is a core value of CELA. Violations to academic integrity include, but are not limited to cheating, plagiarism and fraud. It will be important for students to acquaint themselves with comparable Academic Integrity policies at the University of Manitoba.
Plagiarism or any other form of cheating is considered a serious offence at the University. Students who are deemed having plagiarized a paper in this course will be reported to the Faculty of Graduate Studies who will determine the disciplinary action required.

FURTHER READING LIST:


Broom, A., Doron, A., & Tovey, P. (2009). The inequalities of medical pluralism: Hierarchies of health, the politics of tradition and the economies of care in Indian oncology. *Social Science & Medicine, 69*, 698-706


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Conservation as Implemented by Q’eqchi’ Maya Healers, Maya Mountains, Belize. 
_Sustainability, 2, 3383-3398. doi:10.3390/su2113383_


Schuster, A. (2001). On the healer’s path – A journey through the Maya rain forest. 
_Archaeology, 54_(4), 34-38.


