

ANTH 189: CRITICAL MEDICAL ANTHROPOLOGY

In Workflow

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Approval Path

1. Wed, 11 Sep 2019 15:29:18 GMT
David Zeanah (zeanah): Rollback to Initiator
2. Wed, 11 Sep 2019 22:48:18 GMT
David Zeanah (zeanah): Rollback to Initiator
3. Tue, 17 Sep 2019 18:18:08 GMT
David Zeanah (zeanah): Rollback to Initiator
4. Tue, 17 Sep 2019 18:22:34 GMT
David Zeanah (zeanah): Approved for ANTH Committee Chair
5. Tue, 17 Sep 2019 19:40:02 GMT
Michael Delacorte (mgdel): Approved for ANTH Chair
6. Fri, 04 Oct 2019 16:17:47 GMT
Mical Shilts (shiltsm): Approved for SSIS College Committee Chair
7. Fri, 04 Oct 2019 18:58:24 GMT
Marya Endriga (mendriga): Approved for SSIS Dean

New Course Proposal

Date Submitted: Tue, 17 Sep 2019 18:19:23 GMT

Viewing: ANTH 189 : Critical Medical Anthropology

Last edit: Tue, 17 Sep 2019 18:19:22 GMT

Changes proposed by: Megan Raschig (223000635)

Contact(s):

Name (First Last)	Email	Phone 999-999-9999
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Catalog Title:

Critical Medical Anthropology

Class Schedule Title:

Critical Medical Anthropology

Academic Group: (College)

SSIS - Social Sciences & Interdisciplinary Studies

Academic Organization: (Department)

Anthropology

Will this course be offered through the College of Continuing Education (CCE)?

No

Catalog Year Effective:

Fall 2020 (2020/2021 Catalog)

Subject Area: (prefix)

ANTH - Anthropology

Catalog Number: (course number)

189

Course ID: (For administrative use only.)

TBD

Units:

3

In what term(s) will this course typically be offered?

Fall, Spring

Does this course require a room for its final exam?

Yes, final exam requires a room

Does this course replace an existing experimental course?

No

This course complies with the credit hour policy:

Yes

Justification for course proposal:

This course has been developed as part of the Culture, Language and Society (CLS) component of the Anthropology Major, as an upper-division module counting towards Theoretical Perspectives requirements. Since my hiring in Fall 2018 in our department's first position dedicated to Medical Anthropology from a Cultural perspective, I have worked to contribute to CLS curriculum a set of offerings in Medical Anthropology. This subdiscipline has seen significant growth across US universities over the last few years and has made impacts in scholarly and applied domains, and our students are demonstrating their interest in this field. While Evolutionary Medicine (ANTH 153) is a very popular course taught by Dr Roger Sullivan in our department, it offers an Archaeology and Biological Anthropology (ABA) perspective, which is significantly different from a cultural (CLS) perspective. Faculty in our department agree it is important to develop more CLS offerings in Medical Anthropology as they can provide meaningful theoretical and applicable skills for our students.

I have already adapted two existing courses in our catalogue to offer Medical Anthropology training: ANTH 188, Anthropology of the Body (Fall 2019, general major elective), and ANTH 205, Ethnology (Spring 2019), which I taught as a seminar in Biopolitics and advanced health- and ethics-related topics. I also teach a Medical Anthropology component in my Introduction to Cultural Anthropology courses (ANTH 2) which serves as a magnet for students from across disciplines to realize that anthropology can offer unique lenses on health, culture, and power. These existing health-themed courses will complement this core Medical Anthropology course, which itself will more centrally focus on the history, theory and praxis involved in this subdiscipline, and satisfy criteria as a Theoretical Perspective course.

Course Description: (Not to exceed 80 words and language should conform to catalog copy.)

Critical Medical Anthropology examines the interplay of cultural, environmental, and biological processes in diverse experiences of health and illness. Students will develop an understanding of the history of Medical Anthropology, its key themes and theoretical perspectives, and its present concerns. We will consider biomedicine as a cultural sphere, track the persistence of 'alternative' healing practices and the impact of social determinants on health, and analyze the formation of new demands on states and subjects in the name of suffering.

Are one or more field trips required with this course?

No

Fee Course?

No

Is this course designated as Service Learning?

No

Does this course require safety training?

No

Does this course require personal protective equipment (PPE)?

No

Does this course have prerequisites?

Yes

Prerequisite:

ANTH 146

Prerequisites Enforced at Registration?

Yes

Does this course have corequisites?

No

Graded:

Letter

Approval required for enrollment?

Instructor Approval

Course Component(s) and Classification(s):

Lecture

Lecture Classification

CS#02 - Lecture/Discussion (K-factor=1WTU per unit)

Lecture Units

3

Is this a paired course?

No

Is this course crosslisted?

No

Can this course be repeated for credit?

No

Can the course be taken for credit more than once during the same term?

No

Description of the Expected Learning Outcomes: Describe outcomes using the following format: "Students will be able to: 1), 2), etc."

By the end of this course, students will be able to:

1. Effectively use medical anthropological concepts, frameworks, and theories to analyze, explain, and address the relationship between culture, health, and power.
2. Demonstrate through writing and analysis a critical reflexivity around one's own beliefs about what is 'normal' or 'healthy' or 'pathological'.
3. Critically evaluate and synthesize ongoing social, political, economic and ethical issues through a medical anthropological lens.
4. Gather and analyze (auto)ethnographic data on local health practices and contribute to a collectively-sourced map that tracks and organizes the social determinants of health in the Sacramento region.

Attach a list of the required/recommended course readings and activities:

Critical Medical Anthropology - Raschig.docx
 ANTH 189 - proof of correspondence with other related departments.pdf

Assessment Strategies: A description of the assessment strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above.

Assessments

- Participation and Attendance: 15% [Meets Objectives 3, 1]
- First-Hand Account: 10% [Meets Objective 2]
- Mapping Health in Sacramento [Meets Objectives 4, 2, 1]
 - o Health Spot Vignette: 10%
 - o Health Spot Final Paper: 20%
- Midterms: 10% each, 20% total [Meets Objectives 1, 3]
- Final exam: 25% [Meets Objectives 1, 3]
- Participation and Attendance [Meets Learning Objectives 3, 1]

o Active participation in this class is crucial! Students should read the assigned texts and be prepared to share thoughts or questions about them in class, to foster an enriching, engaging classroom experience. To participate, you need to attend class. Participation means active listening, asking questions or answering mine, being an active member in groupwork, bringing up relevant examples of local and global issues to be discussed in terms of class concepts, emailing the professor if you have concerns or ideas, and/or coming by office hours to talk more. Through active participation students will be able to develop their understanding and usage of medical anthropological concepts and synthesize contemporary issues in real time.

• First-Hand Account [Meets Learning Objective 2]

o You will write a short, ~500 word reflective paper on the health and healing practices of you and/or your family, focusing on how health concerns are met by your own traditions and beliefs. What happens in your household when you or someone else gets sick? What do these practices reflect about your family's cultural identity and belief system? Using course concepts, how would you begin to analyze these practices? Through this assignment students will develop and demonstrate their critical reflexivity around issues of healing and illness.

• Health happens where? Mapping Health in Sacramento [Meets Learning Objectives 4, 2, 1]

o We will collectively map the health landscape in Sacramento by gathering local knowledge on healthy and unhealthy places, events and practices. Beyond hospitals and clinics, we're looking to track the ways people find sources of wellness as they inhabit the city, developing an understanding of the social determinants of health in Sacramento. Students will do first-hand ethnographic data collection on local health practices, demonstrate critical reflexivity in their written account, and effectively use course concepts to explicate the dynamics of culture and power in this region's social determinants of health.

o There are two components to this assignment:

1. Health Spot Vignette: Each student will source a 'health spot', through their own knowledge or research, or through an informal interview with a friend or family member. They will visit that site and write a short ethnographic vignette about that place, showing how health is depicted, performed and produced in that setting. That information will then be loaded onto a collective Google Map and hosted on class website.

i. 'Health Spot' ethnographic vignette is due TBD and worth 10%.

2. Health Spot Final Paper: Each student will write a 5-6 page paper based on their Health Spot ethnographic writeup, situating and analyzing it in terms of course concepts.

i. 'Health Spot' final paper is due TBD and worth 20%.

• Midterm Exams [Meets Learning Objectives 3, 1]

o After the first two units there will be a midterm in class. We will do a review session before each midterm. Through these midterms students will demonstrate their understanding of key course concepts and critically evaluate and synthesize contemporary issues through course literature and concepts.

• Final Exam [Meets Learning Objectives 3, 1]

o There will be a final exam during the exam period, exact date TBD. This exam will cover concepts and empirical examples from the entire course, but with an emphasis on the third unit. Through this exam students will demonstrate their understanding of key course concepts and critically evaluate and synthesize contemporary issues through course literature and concepts.

For whom is this course being developed?

Majors in the Dept

Is this course required in a degree program (major, minor, graduate degree, certificate?)

No

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer)?

No

Will there be any departments affected by this proposed course?

No

I/we as the author(s) of this course proposal agree to provide a new or updated accessibility checklist to the Dean's office prior to the semester when this course is taught utilizing the changes proposed here.

I/we agree

University Learning Goals

Undergraduate Learning Goals:

Competence in the disciplines

Knowledge of human cultures and the physical and natural world

Integrative learning

Personal and social responsibility

Intellectual and practical skills

Is this course required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?

No

GE Course and GE Goal(s)

Is this a General Education (GE) course or is it being considered for GE?

No

Please attach any additional files not requested above:

ANTH 189 - proof of correspondence with other related departments.pdf

Reviewer Comments:

David Zeanah (zeanah) (Wed, 11 Sep 2019 15:29:18 GMT):Rollback: Here you go

David Zeanah (zeanah) (Wed, 11 Sep 2019 22:48:18 GMT):Rollback: Please attach evidence of consultation

David Zeanah (zeanah) (Tue, 17 Sep 2019 18:18:08 GMT):Rollback: Please attach correspondance with the syllabus

Key: 14120