

ANTH 132: HEALTH, CULTURE, POWER: TOPICS IN MEDICAL ANTHROPOLOGY

In Workflow

1. ANTH Committee Chair (zeanah@csus.edu)
2. ANTH Chair (mgdel@csus.edu; arg37@csus.edu)
3. SSIS College Committee Chair (tristan.josephson@csus.edu)
4. SSIS Dean (mendriga@csus.edu)
5. Academic Services (catalog@csus.edu)
6. Senate Curriculum Subcommittee Chair (curriculum@csus.edu)
7. GE Crs Rev Subcommittee Chair (angela.leslie@csus.edu)
8. Dean of Undergraduate (james.german@csus.edu; celena.showers@csus.edu)
9. Dean of Graduate (cnewsome@skymail.csus.edu)
10. Catalog Editor (torsetj@csus.edu)
11. Registrar's Office (w lindsey@csus.edu)
12. PeopleSoft (PeopleSoft@csus.edu)

Approval Path

1. Fri, 01 Oct 2021 15:59:13 GMT
David Zeanah (zeanah): Rollback to Initiator
2. Mon, 04 Oct 2021 18:31:35 GMT
David Zeanah (zeanah): Rollback to Initiator
3. Mon, 04 Oct 2021 18:59:00 GMT
David Zeanah (zeanah): Approved for ANTH Committee Chair
4. Mon, 04 Oct 2021 19:05:37 GMT
Michael Delacorte (mgdel): Approved for ANTH Chair
5. Thu, 21 Oct 2021 02:18:29 GMT
Tristan Josephson (tristan.josephson): Rollback to Initiator
6. Fri, 22 Oct 2021 02:42:08 GMT
David Zeanah (zeanah): Approved for ANTH Committee Chair
7. Fri, 22 Oct 2021 17:17:14 GMT
Michael Delacorte (mgdel): Approved for ANTH Chair
8. Fri, 22 Oct 2021 20:36:22 GMT
Tristan Josephson (tristan.josephson): Approved for SSIS College Committee Chair
9. Fri, 22 Oct 2021 21:00:25 GMT
Marya Endriga (mendriga): Approved for SSIS Dean

New Course Proposal

Date Submitted: Fri, 22 Oct 2021 02:30:01 GMT

Viewing: ANTH 132 : Health, Culture, Power: Topics in Medical Anthropology

Last edit: Fri, 22 Oct 2021 02:30:00 GMT

Changes proposed by: Megan Raschig (223000635)

Contact(s):

Name (First Last)	Email	Phone 999-999-9999
Megan Raschig	Megan.raschig@csus.edu	4344090191

Catalog Title:

Health, Culture, Power. Topics in Medical Anthropology

Class Schedule Title:

Health, Culture, Power

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 2022 (2022/2023 Catalog)

Subject Area: (prefix)

ANTH - Anthropology

Catalog Number: (course number)

132

Course ID: (For administrative use only.)

TBD

Units:

3

Is the primary purpose of this change to update the term typically offered or the enforcement of requisites at registration?

No

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:

As of yet, there is no GE course on medical anthropology. In any era, but especially in our (post-pandemic lives, the relationship between health, culture and power is critical to study and understand. An upper division course is best suited for this topic. Thus, this course will be offered as an upper-division Area B5 to majors and non-majors, and will be listed in the Electives category across all three concentrations in Anthropology.

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

Examines the relationship between health, culture, and power, from the perspective of critical medical anthropology. Students will develop cross-cultural perspectives on health and explore the socio-cultural factors that contribute to health inequity. We will explore various health-oriented social movements to understand how injustice is embodied, as health has become a key vernacular of justice in a biopolitical era.

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?

No

Does this course have corequisites?

No

Graded:

Letter

Approval required for enrollment?

No Approval Required

Course Component(s) and Classification(s):

Lecture

Lecture Classification

CS#01 - Large Lecture (K-factor=1 WTU 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:

1. Employ medical anthropological concepts, frameworks, and theories to analyze the relationship between culture, health, and power.
2. Describe how discourses of health are mobilized in struggles for justice across cultures.
3. Evaluate the relationship between individual illness experience and the social determinants of health.
4. Demonstrate a critical reflexivity around one's own beliefs about what is 'normal' or 'healthy' through written analysis.

To satisfy Area B-5 Learning Outcomes, in this course students will:

- Read, write, and understand relatively complex and sophisticated English prose.
- Gain a general understanding of current theory, concepts, knowledge, and scientific methods pertaining to the nature of the physical universe, ecosystems, and life on this planet.
- Develop an acquaintance and understanding of cultures and major dynamic social institutions which affect one's life.
- Possess a significant and useful understanding of peoples from a diversity of cultures and backgrounds, including women and ethnic and other minority groups who have been the objects of prejudice and adverse discrimination within our society.

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

HCP - assessments and readings.docx

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.

Reflection – 10% total grade (ELO 1,4)

Students will be prompted to write a reflection on foundational class understandings in light of their personal experiences and cultural norms around health. The reflection should be 300-400 words in length.

Midterm – 25% (ELO 1,2,3)

The midterm will consist of multiple choice and short answer questions that gauge student understand of class material.

Final – 25% (ELO 1, 2, 3)

The final will consist of multiple choice and short answer questions that gauge student understand of class material since the midterm.

Making Sense of Sickness Project – 40% (ELO 1,3)

This assignment consists of two parts to be scaffolded over the course of the semester.

1. Interview – 20% of final grade

- Each student will conduct an interview with a family member or friend about an illness experience. Using questions developed in class and their own questions as well, they will gather data on the illness experience and its social and cultural dynamics. Students

can use free online transcribing software to transcribe their interview. They will submit a one-page, single-spaced, summary of this interview, highlighting its most interesting points, as well as at least 2 pages of the transcript.

2. Analysis – 20% of final grade

- Building on their interview, each student will “zoom out” from the individual to consider the social determinants of the person’s illness experience. They will conduct an anthropological analysis of their interview data, making use of at least two class concepts in this analysis. This will take the form of a 2000-word report.

For whom is this course being developed?

Majors in the Dept
General Education

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?

Yes

In which GE area(s) does this apply?

B5. Further Studies in Physical Science, Life Forms and Quantitative Reasoning (Upper Division Only)

Which GE objective(s) does this course satisfy?

Develop an acquaintance and understanding of cultures and major dynamic social institutions which affect one’s life.
Read, write, and understand relatively complex and sophisticated English prose.
Possess a significant and useful understanding of peoples from a diversity of cultures and backgrounds, including women and ethnic and other minority groups who have been the objects of prejudice and adverse discrimination within our society.
Gain a general understanding of current theory, concepts, knowledge, and scientific methods pertaining to the nature of the physical universe, ecosystems, and life on this planet.

Attach Course Syllabus with Detailed Outline of Weekly Topics:

Health, Culture, Power_Topics in Medical Anthropology.docx

Syllabi must include: GE area outcomes listed verbatim; catalog description of the course; prerequisites, if any; student learning objectives; assignments; texts; reading lists; materials; grading system; exams and other methods of evaluation.

Will more than one section of this course be offered?

Yes

Provide a description of what would be considered common to all sections and what might typically vary between sections:

The content will be common to all sections. Only enrollment will vary.

Please write a statement indicating the means and methods for evaluating the extent to which the objectives of the GE Area(s) and any writing requirements are met for all course sections:

I will ensure that rubrics that integrate the relevant area B5 criteria are used for all assessments.

What steps does the department plan to take to ensure that instructors comply with the respective category criteria and who is responsible?

The Department of Anthropology's curriculum committee is responsible for oversight of this compliance.

General Education Details - Area B5: Further Studies in Physical Science, Life Forms and Quantitative Reasoning

Section 1.

Indicate in written statements how the course meets the following criteria for Category B5. Relate the statements to the course syllabus and outline. Be as succinct as possible.

Course type:

Physical Science or Life Forms

For courses in physical science or life forms:

Develops an understanding of the principles underlying and interrelating natural phenomena including the foundations of our knowledge of living systems.

This class will directly intervene on student understandings of "natural" phenomena, as greatly shaped by power and inequality. A key idea promoting this, and laced throughout this course, is the 'social determinants of health' as well as the emphasis on diverse cultural understandings and experiences of illness and wellbeing.

Introduces students to one or more of the disciplines whose purpose is to acquire knowledge of the physical universe and/or living systems and life forms.

It will introduce students to the field of medical anthropology, which will greatly support their understandings of health and bodies as shaped by culture and power. This will be an asset to students from a range of disciplines/with a range of career goals.

Develops an appreciation of the methodologies of science and the limitations of scientific inquiry.

As foundational understandings in this class in its first three weeks, we will be studying the sociocultural and ideological foundations of scientific inquiry into bodies. We will build critical awareness of the "culture" of biomedicine in particular, despite its posturing as 'beyond culture' as a realm of pure science. This is an important contribution of medical anthropology and a foundation for much subsequent knowledge in this field, as well as a key understanding to help students recognize the validity and complexity of other cultural approaches to health and illness. Throughout, we will be considering the influence of political projects and ideologies on social understandings of health, as we consider power struggles related to illness and wellbeing, and the social determinants of health. In week 14 we will explicitly discuss how public health scientists and anthropologists can work together to expand the limits of scientific inquiry through socio-cultural perspectives.

Please Note: Courses listed in this category:

1) **Need not be introductory courses and need not be as broad in scope as courses included in B1, B2, B3 or B4 i.e.; they may deal with a specialized topic.**

2) **These courses may have prerequisites or build on or apply concepts and knowledge covered in Areas B1, B2 and B4. For math courses, there must be an intermediate algebra prerequisite.**

Addresses the specific GE student learning outcomes for area B5. A student should be able to do one or more of the following:

Cite critical observations, underlying assumptions and limitations to explain and apply important ideas and models in one or more of the following: physical science, life science, mathematics, or computer science.

Critiquing the underlying assumptions and limitations of life sciences and physical sciences is at the core of this course, as we learn to treat biomedical science as a cultural sphere that is shaped by power and culture.

Recognize evidence-based conclusions and form reasoned opinions about science-related matters of personal, public and ethical concern.

We will read scientific articles from medical anthropology and discuss their cultural context as well as sociopolitical and ethical dimensions.

Discuss historical or philosophical perspectives pertaining to the practice of science or mathematics.

We will learn about the history of life sciences as developed through understandings of differently racialized bodies as differently superior or inferior, related to pseudosciences like phrenology but also lingering in contemporary biomedical understandings of disease and comorbidities.

Includes a writing component described on course syllabus

1) If course is lower division, formal and/or informal writing assignments encouraging students to think through course concepts using at least one of the following: periodic lab reports, exams which include essay questions, periodic formal writing assignments, periodic journals, reading logs, other. Writing in lower division courses need not be graded, but must, at a minimum, be evaluated for clarity and proper handling of terms, phrases, and concepts related to the course.

2) If course is upper division, a minimum of 1500 words of formal, graded writing. [Preferably there should be more than one formal writing assignment and each writing assignment (e.g. periodic lab reports, exams which include essay questions, a research/term paper etc.) should be due in stages throughout the semester to allow the writer to revise after receiving feedback from the instructor. Include an indication of how writing is to be evaluated and entered into course grade determination.]

Writing will be evaluated first through a short reflection assignment early in the semester. Then, it will be evaluated in a scaffolded project. In week 9, students will submit a transcript of a qualitative interview and short preliminary analysis of it for my feedback. Then, in week 15, they will submit a longer written analysis, which will likely be a revision and expansion of that original analysis. I will evaluate their writing for accuracy and integration of course concepts; spelling and grammar; and inclusion of details on the particular in light of the broader context.

Section 2.

If you would like, you may provide further information that might help the G.E. Course Review Committee understand how this course meets these criteria and/or the G.E. Program Objectives found in the CSUS Policy Manual, General Education Program, Section I.B.

I have reached out to the following departments to consult on this course (based on their courses listed here):

NURS (10: Health Care: Issues and Delivery Systems)

PUBH (114: Human Ecology and Health)

RTPA (124, The Science of Nature Engagement and Human Health & Wellbeing)

WOMS (133, Gender and Health)

We have heard back from WOMS and PUBH and neither have any concerns about this proposal. I have attached the emails confirming this as evidence.

Please attach any additional files not requested above:

HCP Woms.pdf

PUBH anth 132.pdf

Reviewer Comments:

David Zeanah (zeanah) (Fri, 01 Oct 2021 15:59:13 GMT): Rollback: Hi Megan. I believe you have received comments back from Clara. I note that you have listed the course as credit/no credit and want to make sure that was your intent.

David Zeanah (zeanah) (Mon, 04 Oct 2021 18:31:35 GMT): Rollback: Adjust to reflect status in major

Tristan Josephson (tristan.josephson) (Thu, 21 Oct 2021 02:18:29 GMT): Rollback: Please see email dated 10/20/21 for requested changes.

Key: 14586