

ANTH M18: CULTURE, HEALTH, AND HEALING

Originator

abarbar

Co-Contributor(s)
Name(s)

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College

Moorpark College

Attach Support Documentation (as needed)

ASSIST - ANTH M18.pdf
 Foothill College 2020-21-ANTH.pdf
 Saddleback College 2020-2021 - ANTH.pdf
 ANTH M18_state approval letter_CCC000624716.pdf

Discipline (CB01A)

ANTH - Anthropology

Course Number (CB01B)

M18

Course Title (CB02)

Culture, Health, and Healing

Banner/Short Title

Culture, Health, and Healing

Credit Type

Credit

Start Term

Fall 2024

Catalog Course Description

Explores the roles of biology, culture, society, and globalization in shaping illness, health, and health-seeking behaviors. Introduces research methodologies, ethics, core concepts, and theoretical perspectives in the social sciences and anthropology, including interpretive, biocultural, ecological, historical, political-economic, and phenomenological approaches. Compares and contrasts the culture of biomedicine with non-Western healing systems with particular attention to explanatory models, views of the body, and the role of ritual. Engages with contemporary topics including medical pluralism, medical technologies, global health and epidemics, and health disparities.

Taxonomy of Programs (TOP) Code (CB03)

2202.00 - Anthropology

Course Credit Status (CB04)

D (Credit - Degree Applicable)

Course Transfer Status (CB05) (select one only)

A (Transferable to both UC and CSU)

Course Basic Skills Status (CB08)

N - The Course is Not a Basic Skills Course

SAM Priority Code (CB09)

E - Non-Occupational

Course Cooperative Work Experience Education Status (CB10)

N - Is Not Part of a Cooperative Work Experience Education Program

Course Classification Status (CB11)

Y - Credit Course

Educational Assistance Class Instruction (Approved Special Class) (CB13)

N - The Course is Not an Approved Special Class

Course Prior to Transfer Level (CB21)

Y - Not Applicable

Course Noncredit Category (CB22)

Y - Credit Course

Funding Agency Category (CB23)

Y - Not Applicable (Funding Not Used)

Course Program Status (CB24)

1 - Program Applicable

General Education Status (CB25)

Y - Not Applicable

Support Course Status (CB26)

N - Course is not a support course

Field trips

Will not be required

Grading method

(L) Letter Graded

Alternate grading methods

(O) Student Option- Letter/Pass

(P) Pass/No Pass Grading

Does this course require an instructional materials fee?

No

Repeatable for Credit

No

Is this course part of a family?

No

Units and Hours

Carnegie Unit Override

No

In-Class

Lecture

Minimum Contact/In-Class Lecture Hours

52.5

Maximum Contact/In-Class Lecture Hours

52.5

Activity

Laboratory

Total in-Class

Total in-Class

Total Minimum Contact/In-Class Hours

52.5

Total Maximum Contact/In-Class Hours

52.5

Outside-of-Class

Internship/Cooperative Work Experience

Paid

Unpaid

Total Outside-of-Class

Total Outside-of-Class

Minimum Outside-of-Class Hours

105

Maximum Outside-of-Class Hours

105

Total Student Learning

Total Student Learning

Total Minimum Student Learning Hours

157.5

Total Maximum Student Learning Hours

157.5

Minimum Units (CB07)

3

Maximum Units (CB06)

3

Student Learning Outcomes (CSLOs)

Upon satisfactory completion of the course, students will be able to:

- | | |
|---|---|
| 1 | discuss a range of theoretical approaches, including interpretive, biocultural, ecological, political-economic, and phenomenological approaches |
| 2 | evaluate current social science methodologies and research ethics with special attention to anthropological fieldwork |
| 3 | assess the diversity of human responses to illness, how these responses have and are changing, and the array of factors shaping health disparities. |
| 4 | evaluate the applications of anthropological concepts to health and medical fields. |

Course Objectives

Upon satisfactory completion of the course, students will be able to:

- | | |
|---|--|
| 1 | assess classic and contemporary medical anthropological theories, including interpretive, biocultural, ecological, political-economic, and phenomenological approaches |
| 2 | evaluate field methods and ethical considerations specific to medical anthropology. |
| 3 | apply anthropological concepts such as cultural relativism, holism, world view, enculturation, and ethnocentrism to medical thought and practice, including views of aging and the body. |

- | | |
|---|---|
| 4 | evaluate the role of cultural value systems and explanatory models in the diagnosis and treatment of illness and how healing practices relate to other aspects of culture, including but not limited to language, religion, kinship, gender norms, and ethnic identity. |
| 5 | investigate cross cultural definitions of health, illness, disease and healing. |
| 6 | explore the diversity of human responses to illness and suffering, including biomedical and non-Western medical traditions, as well as how colonization and globalization have impacted these traditions. |
| 7 | analyze how social and other factors—sex, gender, race/ethnicity, religious beliefs, political systems, economic inequalities, and the environment—shape health disparities and outcomes at both the macro and micro level. |
| 8 | demonstrate awareness of contemporary theoretical debates and ethical quandaries related to medicine, technology and the body. |
| 9 | examine the relevance of medical anthropology to improving health services and patient care and to solving global health problems, including epidemics and pandemics. |

Course Content

Lecture/Course Content

10% Introduction to Medical Anthropology

- The history of anthropology
- Theoretical perspectives in medical anthropology

10% Social Science Research Methods

- Research ethics and reflexivity
- Quantitative and qualitative methods
- Ethnographic fieldwork in medical anthropology

10% Humans, Diversity, and the Environment

- Ecological approaches to health and illness
- Genetic and cultural adaptations to the environment
- Biocultural perspectives and the coevolution of humans and infectious diseases
- Ethnobotany and food as medicine

10% Beliefs about Health and Disease, and the Body

- Cultural definitions of health and well-being
- Cross-cultural understandings of the body
- Explanatory models of illness
- Anthropology of the life course and views of aging

10% Healers, Religion, and Ritual

- Shamanism case studies
- Religion, ritual, and mental illness
- Ritual in the hospital

10% The Culture of Biomedicine

- Greek humors and the history of biomedicine
- Reductionism and the mind-body split
- Doctor-patient interactions

10% Medical Pluralism

- The globalization of biomedicine
- Folk medicine as resistance
- Medical decision-making

10% Inequality and health disparities

- Critical medical anthropology
- Health disparities and structural violence
- Gender, medicalization, and reproductive health in a bio-cultural context

10% Medical Technologies and Ethics

10% Applying Medical Anthropology

Laboratory or Activity Content

Not applicable

Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Written expression
Problem solving exercises

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

Essay exams
Group projects
Individual projects
Journals
Objective exams
Oral presentations
Quizzes
Reports/papers
Research papers
Written analyses
Written homework

Instructional Methodology

Specify the methods of instruction that may be employed in this course

Audio-visual presentations
Case studies
Class activities
Class discussions
Collaborative group work
Distance Education
Group discussions
Guest speakers
Instructor-guided interpretation and analysis
Internet research
Lecture
Small group activities

Describe specific examples of the methods the instructor will use:

To explain course content, the instructor will use PowerPoint presentations, board work, educational videos, classroom discussions, and small group work.

Representative Course Assignments

Writing Assignments

- Short mapping exercises and reports on visits to hospitals, alternative healing or birthing centers, and other healing sites or events such as a blood drive.
- Summaries and analyses of guest lectures, films, or other class projects.
- Journaling on topics such as the student's experiences with biomedicine or their own health practices or challenges.
- Essays and research papers on topics such as mental health and shamanism, religion and medical technologies, infectious disease and the environment, and social inequality, stress, and addiction.

Critical Thinking Assignments

- Oral and written evaluations of topics such as the history of biomedicine or theoretical perspectives in medical anthropology.
- Class discussions on assigned readings or topics, such as the ethical dimensions of vaccination requirements, organ donation, or fertility treatments.
- Collaborative group work where students use scholarly articles to compare two religion-based healing systems or views of the body.
- Exams with multiple choice questions designed to test for basic subject and topical competency.
- Essay examinations which require the student to demonstrate the ability to integrate, critique, and summarize facts, concepts, and theories.

Reading Assignments

- Read peer-reviewed scientific journal articles provided by the instructor and answer questions about the article.
- Read and outline assigned chapters from the medical anthropology textbook.
- Read and critique assigned chapters from medical anthropology ethnographies.

Outside Assignments**Representative Outside Assignments**

- Essays or infographics based on library or internet research of a particular healing system or illness.
- Observation and analysis of a healing interaction or other health-related behavior.
- Interview of someone about their health practices (alternative medicine, etc) or medical profession.
- Life history of a healer or medical professional.
- Essays or infographics on health disparities.
- Field projects including research proposals, field notes, and analysis of ethnographic data.
- Individual or group presentations that demonstrate ability to present and analyze data using anthropological theories.
- Posters or educational exhibit(s) on the applications of medical anthropology.

Articulation**Equivalent Courses at 4 year institutions**

University	Course ID	Course Title	Units
CSU San Marcos	ANTH 205	Introduction to Medical Anthropology	3

Equivalent Courses at other CCCs

College	Course ID	Course Title	Units
Napa College	ANTH 145	Medical Anthropology	3
Foothill College	ANTH 15	Medical Anthropology: Methods & Practice	4
Rio Hondo College	ANTH 115	Introduction to Medical Anthropology	3
Saddleback College	ANTH 22	Medical Anthropology: Culture, Health, and Healing	3
Palomar College	ANTH 137	Medical Anthropology: Culture, Illness and Healing	3

District General Education**A. Natural Sciences****B. Social and Behavioral Sciences****B2. Social and Behavioral Sciences**

Proposed

Date Proposed:

3/2021

Date Denied:

6/13/2022

C. Humanities

D. Language and Rationality

E. Health and Physical Education/Kinesiology

F. Ethnic Studies/Gender Studies

F. Ethnic Studies/Gender Studies

Proposed

Course is CSU transferable

Yes

CSU Baccalaureate List effective term:

F2022

CSU GE-Breadth

Area A: English Language Communication and Critical Thinking

Area B: Scientific Inquiry and Quantitative Reasoning

Area C: Arts and Humanities

Area D: Social Sciences

D Social Sciences

Proposed

Denied

Date Proposed:

12/15/2021

Date Denied:

6/13/2022

Effective term:

Fall 2022

Area E: Lifelong Learning and Self-Development

Area F: Ethnic Studies

CSU Graduation Requirement in U.S. History, Constitution and American Ideals:

UC TCA

UC TCA

Proposed

Approved

Date Proposed:

6/15/2021

Effective term:

Fall 2022

IGETC

Area 1: English Communication

Area 2A: Mathematical Concepts & Quantitative Reasoning

Area 3: Arts and Humanities

Area 4: Social and Behavioral Sciences

Area 4: Social and Behavioral Sciences

Proposed
Denied

Date Proposed:

12/15/2021

Date Denied:

6/13/2022

Area 5: Physical and Biological Sciences

Area 6: Languages Other than English (LOTE)

Textbooks and Lab Manuals

Resource Type

Textbook

Classic Textbook

Yes

Description

Wiley, Andrea S., and John Allen. *Medical Anthropology: A Biocultural Approach*. 4th ed., Oxford UP, 2020.

Resource Type

Textbook

Classic Textbook

Yes

Description

Brown, Peter J., and Svea Closser. *Understanding and Applying Medical Anthropology*. 3rd ed. Routledge, 2016.

Resource Type

Other Resource Type

Description

Fadiman, Anne. *The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors and the Collision of Two Cultures*. Farrar, Straus and Giroux, 2012.

Resource Type

Other Resource Type

Description

Holmes, Seth M. *Fresh Fruit, Broken Bodies: Migrant Farmworkers in the United States*. University of California Press, 2013.

Resource Type

Other Resource Type

Description

Kidder, Tracy. *Mountains Beyond Mountains: The Quest of Dr. Paul Farmer, a Man Who Would Cure the World*. Random House, 2009.

Library Resources

Assignments requiring library resources

- Essays and research papers
- Library or internet research

Sufficient Library Resources exist

Yes

Example of Assignments Requiring Library Resources

- Research papers on topics such as shamanism, healing through dance/music, ethnobotany/medicinal plants, addiction and poverty, etc...
- Library or internet research on a health trend, illness, or controversy.

Distance Education Addendum

Definitions

Distance Education Modalities

- Hybrid (1%–50% online)
- Hybrid (51%–99% online)
- 100% online

Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

Regular Effective/Substantive Contact

Hybrid (1%–50% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
E-mail	Instructor will email students with announcements about the course or an upcoming event. Students in turn may email the instructor with their questions or concerns.
Face to Face (by student request; cannot be required)	Students will have the option to meet the instructor during face-to-face office hours.
Other DE (e.g., recorded lectures)	Instructor may record the lectures and post them for students to view within a specified time frame to be ready for the accompanying assignments for that module.
Telephone	Instructor may provide a phone number for the students where they can leave a voicemail and expect a call back within 24 hours.

Hybrid (51%–99% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
E-mail	Instructor will email students with announcements about the course or an upcoming event. Students in turn may email the instructor with their questions or concerns.
Face to Face (by student request; cannot be required)	Students will have the option to meet the instructor during face-to-face office hours.
Other DE (e.g., recorded lectures)	Instructor may record the lectures and post them for students to view within a specified time frame to be ready for the accompanying assignments for that module.
Telephone	Instructor may provide a phone number for the students where they can leave a voicemail and expect a call back within 24 hours.

100% online Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
E-mail	Instructor will email students with announcements about the course or an upcoming event. Students in turn may email the instructor with their questions or concerns.
Asynchronous Dialog (e.g., discussion board)	Instructor will post a question or a prompt for students to discuss. Students will also use this prompt to interact with other students.
Face to Face (by student request; cannot be required)	Students will have the option to meet the instructor during face-to-face office hours.
Other DE (e.g., recorded lectures)	Instructor may record the lectures and post them for students to view within a specified time frame to be ready for the accompanying assignments for that module.
Synchronous Dialog (e.g., online chat)	Instructor may be available on a certain day or days of the week within a certain time frame to help students and answer their questions via an online chat.
Telephone	Instructor may provide a phone number for the students where they can leave a voicemail and expect a call back within 24 hours.
Video Conferencing	Instructor may be available on a certain day or days of the week within a certain time frame to help students and answer their questions via live video conferencing.

Examinations**Hybrid (1%–50% online) Modality**

On campus

Hybrid (51%–99% online) Modality

On campus

Online

Primary Minimum Qualification

ANTHROPOLOGY

Review and Approval Dates**Department Chair**

10/25/2022

Dean

11/03/2022

Technical Review

11/03/2022

Curriculum Committee

11/15/2022

DTRW-I

MM/DD/YYYY

Curriculum Committee

MM/DD/YYYY

Board

MM/DD/YYYY

CCCCO

MM/DD/YYYY

Control Number

CCC000624716

DOE/accreditation approval date

MM/DD/YYYY