

Anth& 235: Cross Cultural Medicine
Whatcom Community College
Fall Quarter 2022 Credit hours – 5
LDC 218A

Instructor: Fredrick Dent, MFA, MA
Office: LDC 215
Office Hours: Monday 12-1 and/or Zoom by request
Email : fdent@whatcom.edu

Canvas is notoriously unreliable for your incoming messages. Please contact me by email.
I will reply to student emails on my Whatcom email as quickly as possible.

Textbook (REQUIRED): Medical Anthropology: A Biocultural Approach, Wiley and Allen, 4th edition
2021

Required: Regular internet access to wcc.instructure.com (Student login: User ID and
Password) Canvas recommended browser: Mozilla/Firefox

Online Assistance: If any problems, please contact **WCC Student Help Desk:** Mon-Thurs 7:30
am - 7 pm and Fri 7:30am - 2:30pm; Heiner 104, by phone: 360-383-3410 (local calls) 1-855-
767-9003 (Toll-free long distance); by email: studenthelpdesk@whatcom.ctc.edu

Please note: *Canvas doesn't work perfectly on mobile devices, so the eLearning office and Help
Desk strongly suggest using an actual computer to submit assignments and take tests. Students
using mobile devices are taking the risk that the work they submit won't arrive and can't be counted
toward their grade.*

COURSE DESCRIPTION: Introduction to medical anthropology. Explores the occurrence of disease,
illness concepts and approaches to healing in other cultures, and considers health care options in the
United States including ethnic traditions and newer alternatives. (SSg)

COURSE OUTCOMES: At the end of this quarter students will be able to . . .

1. Explain elements of cultural and biological adaptations to the environment relating to disease and illness.
2. Identify present-day health issues in a global context
3. Examine basic concepts of ethnomedicine in a cross-cultural context
4. Apply major anthropological theories and methods to cross cultural medicine
5. Exhibit tolerance and respect for diverse cultural values and beliefs.

CORE LEARNING ABILITIES: WCC's core learning abilities (CLAs) – quantitative literacy, information literacy, communication, critical thinking, and global consciousness – are skills taught and reinforced throughout our curriculum. These skills are integral to students' professional and personal lives. This course will give you the opportunity to practice and develop global consciousness and information literacy.

This course is in classroom LDC 218A

Land Acknowledgment – As we begin, it is important to acknowledge that Whatcom Community College is on the traditional and ancestral lands of the Lummi, Nooksack, Semiahmoo, Samish and other Coast Salish peoples. Coast Salish communities have cared for these lands and waters since time immemorial and continue to do so today. Recognizing the Indigenous history and present of this place helps ground us and prepare us for learning. If you are taking this class outside of Whatcom County, take the time to acknowledge the Indigenous peoples of the lands you are on. If you are not sure, you can explore <https://native-land.ca/>.



Exams, Meeting of The Minds, and Research Paper and Parallel Track Papers Explained

There are a total of 20 assignments: 10 Meeting of The Minds, 2 exams, and 1 research paper (which consists of 5 individual steps) – final paper should be a of roughly 8 pages in length. The Parallel Track will have two short papers.

- Each of these assignments has a specific due date/time.
- Each assignment is available to you for one week. Please remember that each assignment closes at a specific date/time – you do not have to wait until the due date to submit your work.

Please let me know if you need any extensions.

All written assignments follow this format:

- APA writing style
- Standard Header in Upper Left Corner

- **12 point font** (Times New Roman is academy standard but I like Helvetica and Arial for their ease of reading)
- **Double spaced**
- **1” margins all around**

1. **EXAMS: (100 pts each)** Midterm and Final: Take Home. Submitted on Canvas. A week ahead I will give you **2 essay prompts** that relate to the information covered. Each essay response is **a minimum of 2 pages**.
2. **Meeting of The Minds: (20 pts each)** 9 Group Discussions. A forum to sort through all the different concepts and tons of information we will cover. Talking points for readings from text or other short essays/videos/pictures, will be provided.
Each week a session will be on Wednesday.

If we need to go online, we will do this: Each student is responsible for a response to my post -10 pts., and a minimum of 2 responses to your classmates’ posts - 5 pts each.

3. **Parallel Track papers (100 pts each)** are less formal than the Research Paper and will require a topic of interest relating to the health impacts of climate change and related aspects of global systems collapse. Trauma, depression, and anxiety are among the major impacts of climate catastrophes. You will need at least 2 references to back up your findings. Roughly 2-3 pages. These are due before the midterm and final to avoid schedule conflict.
4. **RESEARCH PAPER: (170 pts) (8-10 pages, 2000-2500 words with title page; illustrations/photos are encouraged, but do not count as part of the 8 pages).**

You write about a topic of your choice related to medical anthropology. I will give more information about what is required as well as topics that students in the past came up with. Your choice should be important to you.

YOUR RESEARCH PAPER

5 REQUIRED STEPS IN WRITING YOUR RESEARCH PAPER:
ALL ASSIGNMENTS TO BE SUBMITTED ON CANVAS – NOT VIA EMAIL

IF YOUR ASSIGNMENT IS NOT IN CANVAS IT DOESN’T EXIST

Step 1: Topic Choice: 20 pts 1-page proposal of chosen topic. This proposal should include a short discussion of the specific disease/medical condition/practice/culture that relates to your focus. This paper will function as an aid when writing your Introduction.

Step 2: Literature Review: Annotated Bibliography: 30 pts Minimum of 5 references Research about your choice.

This is an overview of what has been written about your topic choice. This includes: any published, peer reviewed, scholarly writing (journal articles, books, and any website ending in “.org”, “.gov” or “.edu” or Wikipedia as “fact/stats finding” but limited to only 2 sources in references.

You may also use documentaries, videos (relevant YouTube, etc.). **These would count toward your required number of references but would need to be cited correctly.**

The library has **great databases** from which you can search. Be sure to use APA citation style. I'll be posting a style guide for you. This assignment requires each of your references be followed by a paragraph summarizing what you found in the source that relates to your topic, **3 of which must be peer reviewed scholarly articles**. If you use a database such as ProQuest, please do not give me the link as I cannot open those. ProQuest supplies the full citation. I have supplied you with an example for formatting your annotated bibliography.

Example of assignment format

- Kerr, Don and Roderic Beaujot. 2003. “Child Poverty and Family Structure in Canada, 1981-1997.” Journal of Comparative Family Studies 34(3):321-335.

Sociology professors Kerr and Beaujot analyze the demographics of impoverished families. Drawing on data from Canada’s annual Survey of Consumer Finances, the authors consider whether each family had one or two parents, the age of single parents, and the number of children in each household. They analyze child poverty rates in light of both these demographic factors and larger economic issues. Kerr and Beaujot use this data to argue that...

Or you can use a more literary approach to the literature review, in which the information derived from sources is synthesized and referenced in text.

Step 3: Outline: 20 pts. A great strategy for organizing your paper. Helps with logical flow. Outline template is available in Research Paper Module for you to use if you like.

Step 4: Rough Draft 100 pts. Referred to as a “First Draft”. Write as if this is your final paper to turn in. In other words, make it as complete and professional as you can. Attempt to write your conclusion. I will use the rough draft to see how the work is going, and to make comments, suggestions, and corrections (i.e. citations, grammar).

Step 5: Final Draft: Final Draft will replace your rough grade. 8-10 pages, with proper formatting, margins and font size. Approximately 2500 words

Point System: Course grade will be based on percentage of points possible.

200 pts	2 Essay Exams, Mid term and final. (100 pts each)
200 pts	9 Meeting of The Minds
170 pts	1 Research Paper
200 pts	2 Parallel Track papers on health impacts of global systems collapse

Research Paper Assignments

1. Topic Idea 20 pts
2. Literature Review 30 pts
3. Outline 20 pts
4. Rough draft 100 pts
5. Final draft grade replaces rough draft

Grading weight:

- a. Grammar/format 15 pts
- b. Introduction 15 pts
- c. Discussion 55
- d. Conclusion 15 pts

Grade Scale: percentages

A	(94)	B-	(80)	D+	(67)
A-	(90)	C+	(77)	D	(64)
B+	(87)	C	(74)	F	(60)
B	(84)	C-	(70)		

S/U grading may be an option. S/U grading (satisfactory/unsatisfactory) is usually requested by students when a letter grade may negatively impact their GPA or when they are taking a class because of interest and do not want a letter grade. A minimum grade of 75% is required to receive an S grade in this course. Please see registration for deadlines, and an advisor for implications S/U grading may have on transfer the class.

Attendance: This is an in-person class. It is in your best interest to check in on Canvas on a daily basis. Please refer to the syllabus for important dates such as assignment due dates: Journal submissions, Quizzes, and Discussions. Materials not discussed in the textbook will be covered in lectures and Meeting of The Minds sessions. You are responsible for all material and assignments.

Late Assignments Policy: While there are deadlines for completing assignments, there is flexibility to organize your study time. There may be group work and virtual group meeting times.

Missed Assignments: will be reopened for submissions if I am notified beforehand when a valid reason is offered, and a scheduled make-up time is agreed upon. Ongoing communication with me is important. Extreme sickness or personal hardship excuses will be directed to Advising for assistance

Accommodations for reasons of faith or conscience: Students who will be absent from course activities due to reasons of faith or conscience may seek reasonable accommodations so that grades are not affected. Such requests must be made to the instructor within the first two weeks of the quarter and should specify the exact dates the

student will miss. The instructor and student will then identify the specific reasonable accommodations for the missed class sessions.

Withdrawal from the Course: You must go to the registration office to officially withdraw from the course. Your instructor **cannot withdraw you from a class**. If I do not receive a “W” notification from that office, you will receive an “F” grade if you have fewer than 356 accrued points by the time you stop attending class.

Incompletes (“I” Grade): *An “incomplete” for this course is discouraged. However, for a number of verifiable personal emergencies we may discuss grading options as long as you have shown sufficient effort and satisfactory progress as defined by the instructor (assignments up to date, 72% average on exams, group participation, good effort, and discussion with teacher). If circumstances in your life prevent your succeeding in this course at this time, you should withdraw before the official withdrawal date (check with the Registration Office) and try the course at another time.*

Student Conduct Expectations:

- Students are expected to access the online platform daily to check for announcements and assignments.
- Students are expected to turn in their own original work for each assignment and exams. Any act of cheating or plagiarism will result in a score of zero.
- Students are also expected to keep up to date on the chapter readings and to be diligent in online assignments.
- Again, discrimination and/or harassment in any form will not be tolerated in the classroom or during online discussion.

“Netiquette”: **In the Classroom and Online** - The WCC netiquette statement states that students participating in WCC's online courses agree to interact with others in a positive, cooperative, and supportive manner and display respect for the privacy and rights of others. This statement is inclusive of, but not limited to, the following guidelines:

Be courteous about what you say to or about others in any electronic format. In electronic communication, the golden rule is, "remember the human"; there is a real person with real feelings on the receiving end of your post.

Be respectful and open to opinions and ideas that differ from yours. The exchange of diverse thoughts, ideas, and opinions are an essential part of the scholarly environment. Keep in mind the people in your classes may come from backgrounds and have views that may vary significantly from your own.

Flaming – the posting of messages that are deliberately hostile and insulting in an online social context – is not appropriate under any circumstances. While everyone (learners and instructors alike) is encouraged to share ideas and opinions openly, you should never use insults or resort to name-calling, even if you disagree strongly with what someone else has written.

When responding to messages or posts made by others, address the ideas, not the person.

Be careful when using sarcasm and humor. Without social cues, such as facial expressions and body language, a remark meant as humorous could come across hurtful or offensive. Don't assume that the use of emoticons, such as 😊 are enough to convey your tone or intent.

Capitalizing whole words is generally seen as SHOUTING and is often offensive to the reader. Use all capital letters sparingly, such as to highlight a meaningful word or point

Student Support Services

Access and Disability Services: Any student with a disability requiring auxiliary aids, services, or other reasonable accommodations should contact the access and disability services office in academic advising and career services in LDC116 or call 360.383.3080 or 360.255.7182 (videophone) to make an appointment.

WCC communicates with students via their [WCC issued student email](#). Students can check email by logging into their MyWCC account.

WCC is committed to supporting the academic success of all its students. The College has adopted a proactive [early alert](#) referral system, which is a collaborative, student-centered initiative-involving faculty, advisors, and students. The early alert referral system is a tool for faculty to identify students who are experiencing academic or attendance difficulties during the first few weeks of each quarter. Students who receive an alert will be contacted by someone on the early alert student success team to direct them to appropriate next steps and resources for success. As your instructor, I also encourage you to contact me if you receive an alert so we can discuss options for helping you to be successful in this course and at WCC.

Helpful Student Services

Take advantage of the services Whatcom provides for its students! While things are different during the campus shutdown, you can still access the services you need virtually. Go to www.whatcom.edu/get-atarted/virtual-welcome-center

Academic Integrity is expected of all students. The following guidelines can be found at <http://www.whatcom.ctc.edu/library/files/AbWha/Policies> ([Links to an external site.](#))

"Academic dishonesty includes cheating, plagiarism, fabrication, and facilitating academic dishonesty. (a) Cheating is intentionally using or attempting to use unauthorized materials, information, or study aids in any academic activity. (b) Plagiarism includes submitting to a faculty member any work product that the student fraudulently represents to the faculty member as the student's work product for the purpose of fulfilling or partially fulfilling any assignment or task required by the faculty

member as part of the student's program of instruction. (c) Fabrication is the intentional and unauthorized falsification or invention of any information or citation in an academic activity. (d) Facilitating academic dishonesty is intentionally or knowingly helping or attempting to help another to violate a provision of this section of the disciplinary code. Acts of dishonesty are serious breaches of honor and shall be dealt with in the following manner: (i) Any student who commits or aids in the accomplishment of an act of academic dishonesty shall be subject to disciplinary action. (ii) In cases of academic dishonesty, the instructor or dean of students may adjust the student's grade. The instructor may also refer the matter to the dean of students for disciplinary action."

Affirmation of inclusion: WCC is committed to maintaining an environment in which every member of the college community feels welcome to participate in the life of the College, free from harassment and discrimination. We welcome people of all races, ethnicity, national origins, religions, ages, genders, sexual orientations, marital status, veteran status, abilities, and disabilities. Toward that end, faculty, students, and staff will treat one another with respect and dignity; promote a learning and working community that ensures social justice, understanding, civility and non-violence in a safe and supportive climate; and influence curriculum, teaching strategies, student services, and personnel practices that facilitate sensitivity and openness to diverse ideas, peoples, and cultures in a creative, safe, and collegial environment.

Non-discrimination policy, Title IX, and sexual misconduct: WCC does not discriminate on the basis of race, color, national origin, religion, sex, disability, honorably discharged veteran or military status, sexual orientation, genetic information, or age in its programs and activities. WCC's discrimination and harassment policy ([615](#)) and the student rights and responsibilities policy ([WAC 132U-125](#)) strictly prohibit sexual harassment, intimidation, and violence. Anyone who has experienced sexual misconduct is encouraged to contact a WCC counselor in academic advising and career services (Laidlaw 116, 360.383.3080) to receive confidential support and learn about reporting options. Any disclosure of such misconduct shared with another faculty or staff member is non-confidential and requires a report to WCC's Title IX coordinator, who has been designated to handle such reports. Inquiries regarding non-discrimination, Title IX, and sexual misconduct policies can be directed to the Title IX & ADA coordinator at 360.383.3049.

Schedule Anthropology 235 Fall Quarter 2022

This schedule may change with notice

Week 1: Sept 20

First class: 9/21

Introduction and Syllabus

Meeting of the Minds 1

	Instructor Presentation: Introduction to Anthropology
	Introducing the Parallel Track
Week 2: Sep 26 – 28	Readings: Chapter 1; Introduction: A Biocultural Approach to Medical Anthropology and Chapter 2 Anthropological Perspectives on Health and Disease
	Instructor Presentation: “First Do No Harm...” Ethics in Anthropological Research
	Meeting of the Minds 2
	Choose Parallel Track topic.
Week 3: Oct 3-5	Readings: Chapter 3
	Healers and Healing
	Meeting of the Minds 3
	Research Paper Step 1 – Topic Choice 10/10 11:59pm
Week 4: Oct 10-12	Readings: Chapter 4
	Diet and Nutrition in Health and Disease
	Meeting of the Minds 4
	Parallel Track Paper #1 Due
Week 5: Oct 17-19	Readings: Chapter 6
	Reproductive Health in Biocultural Context
	Meeting of the Minds
	Research Paper Step 2: Lit Review/Annotated Bibliography 10/24

	Midterm essay prompts available 10/18
Week 6: Oct 24-26	Readings: Chapter 5; Child Growth and Health and Chapter 7; Aging Meeting of the Minds 6 Midterm: 10/31 11:59 PM Choose Parallel Track topic 2
Week 7: Oct 31-Nov 2	Readings: Chapter 8 Infectious Diseases: Pathogens, Hosts, and Evolutionary Interplay and Chapter 9, Globalization, Poverty, and Infectious Diseases. Meeting of the Minds 7 Research Paper Step 3: Outline due 11/7, 11:59 pm
Week 8: Nov 7-9	Happy Veterans Day Friday November 11 Readings: Chapter 10; Stress, Social Inequality, and Race Meeting of the Minds 8 Parallel Track Paper #2 Due
Week 9: Nov 14-16.	Readings: Chapter 11: Mental Health and Illness Films: Mental Illness in Indonesia, The Trifecta Meeting of the Minds 9 Final Exam Essay prompts available 11/14 Research Paper Step 4: Rough Draft due 11/21 11:59PM
Week 10: Nov 21	Meeting of the Minds

Issues with projects, drafts, assignments

Week 11: Nov 28-30

Final Exam Due 12/5 11:59 PM

Week 12: Dec 5-7

Research Paper Step 5: Final Draft due 12/7 11:59PM

THANKS FOR THE GREAT QUARTER!