

Sabbatical Leave Proposal

Applicant: Ashley Vaughan (avaughan@vcccd.edu)

Discipline: Anthropology

Hired: August 2014

Request for: Spring 2023

Previous Sabbaticals: none

Background

Over the course of the summer and fall of 2020, I wrote a proposal for a new course outline of record titled ANTH M18 Culture, Health, and Healing, which was approved by the curriculum committee in Spring of 2021. The course is an introduction to medical anthropology, the study of health and healing in a cross-cultural perspective. Medical anthropology is the largest subfield of cultural anthropology; due to its intersection with biological anthropology and its applications to other health and social science fields, there is growing demand for courses in this discipline.

While student demand was one of my motivations for proposing this course, the Covid-19 pandemic was another major factor. The pandemic, in particular, shed light not only on the often-undiscussed socio-cultural factors influencing health decisions—for instance the decision to get vaccinated or take other government-backed precautions—but also the social determinants of health, which lead to the uneven distribution of illness and other ill effects of pandemics. The understanding of these aspects of health—and how they play out in various contexts—is central to the field of medical anthropology and will thus be one of the primary foci of this course.

I am requesting sabbatical leave in order to refresh and grow my expertise in medical anthropology, in particular new inter-disciplinary and intersectional approaches toward infectious disease and pandemics. More specifically, this project will allow me to expand my knowledge of Covid-19 research and establish new professional networks with national and international health researchers and experts. This sabbatical project will additionally allow me to craft culturally responsive and anti-racist course materials including revised course policies (which will be incorporated into all of my courses), diverse and inclusive course content, a no-cost reading and film list, and a variety of in-class activities, assignments, lectures, and exam questions for ANTH M18. This work aligns with all of ANTH M18's course objectives, these three in particular:

1. evaluate the role of culture in the diagnosis and treatment of illness and how healing practices relate to other aspects of culture

2. analyze how social and other factors—sex, gender, race/ethnicity, religious beliefs, political systems, economic inequalities, and the environment—shape health disparities and outcomes
3. examine the relevance of medical anthropology to improving health services and patient care and to solving global health problems, including epidemics and pandemics

For the full list of course objectives, refer to Addendum A. Meeting these objectives will ensure that students achieve the following outcomes:

Student Learning Outcomes (CSLOs)

Upon satisfactory completion of the course, students will be able to:	
1	employ anthropological theories and concepts related to health and medicine
2	assess the diversity of human responses to illness, how these responses have and are changing, and the array of factors shaping health disparities
3	evaluate current medical anthropology methods and ethics
4	evaluate the applications of medical anthropology to the health and medical fields

I am a medical anthropologist by training; my PhD coursework, fieldwork, and dissertation covered a range of medical anthropology topics. However, I have yet to teach this particular course or do an in-depth review of Covid-19 and other pandemic-related materials within the discipline of medical anthropology. As part of my research, I will visit and establish professional connections with faculty at USC's COVID-19 Pandemic Research Center (CPRC). Housed in the Keck School of Medicine, the CPRC's mission is "to promote translational research using multi-disciplinary approaches to understand and mitigate the impact of COVID-19 on the health of populations, especially the diverse populations of Los Angeles, California and beyond, especially those experiencing health inequities."

I taught two medical anthropology courses at the University of Hawai'i at Manoa in 2013; however, they were upper division courses, and both the field of anthropology and myself as an instructor have undergone many changes since then. In particular, through my participation in Project CHES, the Collaborative for Hispanics in Higher Education & Student Success; the Ventura County Colleges Anti-Racism Alliance or VCCARA; Moorpark College's Out/Ally Network; MC's Spectrum (LGBTQIA+) Club; the MC Social Justice Workgroups; TWMOCA's (Teaching Women and Men of Color Advocates); and MC's New Faculty Orientation or NFO, which I co-lead with Jeremy Kaye, my commitment to culturally responsive, equity-minded, and anti-racist teaching and service has deepened over recent years. I will review these and other "best practice" pedagogical techniques prior to undertaking the full course design of this new course, with the intent of revising my other courses accordingly as well. I also aim to make ANTH M18 a "no cost" course, in line with the OER/ZTC initiative and student demand.

Although I have taught other courses online and have served as a member of the Distance Education committee for several years, I have never taught this particular course online. I thus aim to develop assignments that can be performed anywhere a student might be located,

including online discussions, group research projects, and mini ethnographic assignments that allow students to gain practical experience with ethnographic methods with me as their guide. I aim to incorporate some of this new content into my other courses as well, as the topic of health intersects with many aspects of culture and society, including religion, politics, economy, and gender. It is my hope that when I return to teach, I will be better equipped to address the pandemic and all of its impacts, in addition to other local and global health issues affecting our students and communities. I see this project as important not only because of the knowledge and content that will come from it but also because of its applications to understanding students' responses to the current global health crisis in which we have all found ourselves. As such, undertaking this project will prepare me to respond to their current questions and concerns, both academic and personal/ethical.

Due to my familiarity with these topics as well as my experience creating new course content, I am confident that I will be able to achieve all of my below outlined objectives over the course of one semester. I appreciate your consideration.

Objectives

1. Build relationships with faculty at USC's COVID-19 Pandemic Research Center and others working on Covid-19 and pandemics
2. Expand my knowledge of current local health trends and Covid-19 research, in particular, intersectional research taking racial and socio-economic disparities into account
3. Incorporate comparative research data from my longitudinal ethnographic project in Vanuatu—where there is a history of hesitancy towards biomedicine, vaccines, and public health recommendations—into course content and critical thinking exercises
4. Review culturally responsive, equity-minded, and anti-racist “best practices” and revise my policies for all of the courses I teach: ANTH M02 Cultural Anthropology; ANTH M07 Peoples and Cultures of the World; ANTH M09 Sex, Gender, and Culture; and ANTH M18 Culture, Health, and Healing
5. Work with our ZTC coordinator to select no-cost texts; develop a reading list and schedule for ANTH M18
6. Review films available in the *Ethnographic Film Collection* and *Kanopy* for ANTH M18
7. Arrange guest speakers and potential fieldtrips for ANTH M18
8. Develop lectures and exam questions for ANTH M18 on topics such as field methods, theories, and ethical considerations specific to medical anthropology; the history of pandemics and vaccines; indigenous/traditional healing systems; global and local health disparities; cultural competency in healthcare; and additional special topics, such as mental health and addiction
9. Create in-class and online course activities including group discussions; group research projects; library and internet research on vaccines and other health topics; instructor-guided interpretation and analysis of ethnographic examples and peer-reviewed scholarly journal articles; and journaling on topics such as the student's experiences with Covid-19 or other health challenges or practices. Some of these may be incorporated into my other courses as well.

10. Develop outside assignments for ANTH M18, such as observation and analysis of a healing interaction or other health-related behavior; interview of someone about their health practices or medical profession; life history of a healer or medical professional; infographics on Covid-19 rates and disparities in their area; and essays and research papers on topics such as poverty and nutrition, the health effects of climate change, and alternative healing practices.

Timeline

Note: I have selected spring semester so that I will be able to continue co-facilitating NFO with Jeremy Kaye in the fall. I will help Jeremy with the preparations for the spring NFO schedule, which he will lead with several guest speakers until my return.

- January: Compile scholarly research on local health trends, in particular, those addressing the intersection of socio-economic and racial inequalities with Covid-19. Arrange visits to USC's COVID-19 Pandemic Research Center.
- February: Select data and examples from this research, as well as from my ongoing research project in Vanuatu, to use as comparative data in exercises of instructor-guided analysis and interpretation. Create course materials and activities based on this data. Meet with USC COVID-19 Pandemic Research Center faculty.
- March: Review anti-racist, equity-focused, and culturally sensitive pedagogy texts and academic discussions and use these to frame course policies and content. Review medical anthropology texts and films, select readings and films that are of no cost to the student, and create a course reading schedule. Meet with USC COVID-19 Pandemic Research Center faculty.
- April & May: Create lectures, assignments, and exams based on the above materials. Meet with USC COVID-19 Pandemic Research Center faculty.

The size and scale of this project is "suitable for sabbatical leave" as the scope of this research combined with frequent travel to USC goes beyond my regular professional assignment.

Value to Instruction and Service to Students

This proposal adopts a "students first" mindset; all of the goals were developed with the student experience at the center. This project speaks to a range of students' interests and concerns. First, it answers students' requests for a course on medical anthropology and for highly relevant and relatable course content. Second, it answers the call for anti-racist and culturally responsive teaching, movements that both faculty and students have long been pushing for, with a renewed push in recent years.

Students who enroll in any of my courses will benefit from this work in a variety of ways:

- A new set of course policies framed by current scholarship on equity and anti-racism and culturally responsive teaching will provide students with an array of enhanced opportunities for mutual respect and achievement.
- Having an instructor committed to these principles—who is also up-to-date on current Covid-19 research—will provide students with a competent and compassionate mentor.
- Seeing research methods and analysis modeled during class time will enhance students' critical thinking skills and provide them with “hands-on” experience of the research process.
- Encountering diverse content and present-day data from their own cultures—which speak to their own experiences as persons living through a pandemic—will allow students to engage with extremely applicable and relevant material and theories.

All students in the Ventura County Community College District will additionally benefit by:

- Having access to new course, which diversifies current course offerings
- Having access to a new “no cost” course
- Having access to materials and assignments related to Covid-19 and important professional connections to USC’s COVID-19 Pandemic Research Center (CPRC) and other health researchers
- The principles of equity, anti-racist and culturally responsive teaching, being advocated by a tenured faculty member who has influence on campus and district culture

I also serve as a club advisor for both the Spectrum (LGBTQIA+) Club and the Anthropology Club. These students, too, will benefit from my renewed competency in current medical anthropological research, specifically infectious disease and pandemic research, as well as my enhanced ability to be a compassionate and generally knowledgeable advisor.

Value to Moorpark College, the Ventura County Community College District, and Wider Populations

Beyond the classroom, the project has great value to additional areas of campus and district culture and practice. I will share how my sabbatical research has influenced my teaching philosophy, methods, and policies with other instructors and interested parties. I also intend to share all of the course content I create. The groups with whom I intend to share the outcomes of my research at the Moorpark campus include, but are not limited to: 1) the Life Sciences Department 2) the Behavioral and Social Sciences Department 3) Academic Senate 4) past and present New Faculty Orientation cohorts 5) the Student Equity and Achievement Committee 5) the Social Justice Workgroups 6) the Out/Ally Network 7) TWMOCAs and 8) the Distance Education Committee.

I will also share these outcomes with the student health centers of each college in the district and additional district groups and events, for instance the Distance Education Summit, as well

as with the various regional and national groups that I am a part of, including members of the American Anthropological Association, my CHES cohort, and The Ventura County Anti-Racism Alliance. The latter two specifically include faculty and staff who work at other colleges in Ventura County.

Consistency with the Mission of the District, as Adopted by the Board of Trustees

This project fulfills the college's and district's missions of promoting equity, diversity, and inclusion by lowering the total cost of the new course and by researching and adopting "best practices" in these areas. Due to the emphasis on research methods and analysis of both local and global health data, the project provides students with "hands on," real-world experience and important insights how they can help serve their own and other communities around the world, thereby promoting community-engagement, civic-mindedness, and wellness, three key aspects of Moorpark College's vision.

Value to the Instructor's Professional Competence

Covid-19 is—and forever will be—an important example of a global health crisis; examining both the global and local outcomes of this infectious disease will provide many medical anthropological case studies, which I will be able to draw on in all of my anthropology courses going forward. Understanding this illness and its varied socio-cultural elements and effects is vital to my continued competency in my chosen field of medical anthropology. Monthly visits to USC's COVID-19 Pandemic Research Center will not only help me expand my knowledge of this infectious disease but will also provide me with connections to a new network of researchers taking intersectional approaches to health.

Project has been Discussed with Relevant Constituencies

I have discussed the project with the following persons, and they are all supportive of it.

- Carol Higashida, Dean of Student Learning, ATZ, EATM, Health & Life Sciences
- Audrey Chen, Life Sciences Department Chair
- Rachel Messinger, Life Sciences Department Assistant Chair
- Jeremy Kaye, NFO Co-facilitator

Resource Requests

- Assistance with locating zero cost texts from the ZTC coordinator
- Assistance with advertising/disseminating the project upon my return

Conclusion

My ongoing collaborations, campus and community service, and ongoing professional development activities have culminated in the sabbatical project I have just outlined. I have many people to thank for supporting this project and helping me to continue to grow as an instructor. Some of these people serve with me on various regional workgroups, while others are colleagues, administrators, and staff at Moorpark and other institutions, many of whom I have worked with in the context of NFO, student success, and distance education. Of course, president Julius Sokenu, vice presidents Amanuel Gebru and Mary Rees, my dean Carol Higashida, my department chair Audrey Chen, and my anthropology colleagues—Rachel Messinger, John Baker, and Andrew Kinkella—deserve special recognition for their continued support of my work and of the social justice movements on our campus. I hope I have fully demonstrated the value that this project will have to our students and wider communities. Please reach out to me if you have any questions, and thank you again for your consideration.

Supporting Materials

- Addendum A. Course Outline of Record for ANTH M18 Culture, Health, and Healing

Addendum A: COR for ANTH M18 Culture, Health, and Healing

Last edit: Thu, 25 Mar 2021 19:58:15 GMT

Changes proposed by: avaughan

Originator

avaughan

Co-Contributor(s)

Name(s)
Kinkella, Andrew (akinkella)

College

Moorpark College

Attach Support Documentation (as needed)

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

Honors

No

Start Term

Fall 2021

Co-listed (Same-as) Course(s)

Formerly

Formerly

Catalog Course Description

This course is an introduction to medical anthropology, the study of health and healing in a cross-cultural perspective.

Additional Catalog Notes

Additional historical relevant notes on this course

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)

A - One level below transfer

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

Letter Graded

Alternate grading methods

Student Option- Letter/Pass

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

Minimum Contact/In-Class Activity Hours

Maximum Contact/In-Class Activity Hours

Laboratory

Minimum Contact/In-Class Laboratory Hours

Maximum Contact/In-Class Laboratory Hours

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

Minimum Paid Internship/Cooperative Work Experience Hours

Maximum Paid Internship/Cooperative Work Experience Hours

Unpaid

Minimum Unpaid Internship/Cooperative Work Experience Hours

Maximum Unpaid Internship/Cooperative Work Experience Hours

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

Prerequisites

None

Corequisites

None

Advisories on Recommended Preparation

Limitations on Enrollment

Entrance Skills

Requisite Justification

Student Learning Outcomes (CSLOs)

Upon satisfactory completion of the course, students will be able to:	
1	employ anthropological theories and concepts related to health and medicine
2	assess the diversity of human responses to illness, how these responses have and are changing, and the array of factors shaping health disparities
3	evaluate current medical anthropology methods and ethics
4	evaluate the applications of medical anthropology to the 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 co-evolution
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 biomedicine
4	evaluate the role of culture in the diagnosis and treatment of illness and how healing practices relate to other aspects of culture

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

5	explore the diversity of human responses to illness and suffering, including various medical traditions, as well as how colonization and globalization have impacted these traditions
6	analyze how social and other factors—sex, gender, race/ethnicity, religious beliefs, political systems, economic inequalities, and the environment—shape health disparities and outcomes
7	demonstrate awareness of contemporary ethical quandaries related to medicine, technology and the body
8	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

- **12% - Anthropological History, Perspectives, and Theories**
- **11% - Field Methods and Ethical Considerations**
- **11% - The Healing System as Cultural System**
- **11% - Indigenous/Traditional Healing Systems**
- **11% - Biomedicine**
- **11% - Health Disparities**
- **11% - Cultural Competency in Healthcare**
- **11% - Applications for Global Health and Public Health**
- **11% - Special topics- Mental Health, Maternal Health, Nutrition, Chronic Illness, Infectious Disease, Pandemics, etc...**

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):

Problem solving exercises

Written expression

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
Collaborative group work
Class activities
Class discussions
Case studies
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

- 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 shamanism, healing through dance/music, ethnobotany/medicinal plants and the environment, addiction, violence, and poverty, etc...

Critical Thinking Assignments

- Oral and written evaluations of topics such as the history of biomedicine or the development of medical anthropology.
- Class discussions on assigned readings or topics, such as the ethical dimensions of vaccination requirements, organ donation, or fertility treatments, or the parallels between two different religious-based healing systems.
- Objective and short-answer exams.

Reading Assignments

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

Skills Demonstrations

Other assignments (if applicable)

Outside Assignments

Representative Outside Assignments

- Assigned readings and other projects.
- Library or internet research on a health trend, illness, or controversy.
- Observation and analysis of a healing interaction or other health-related behavior, such as working out in the park or making a healthy meal.
- Interview of someone about their health practices (alternative medicine, etc) or medical profession.
- Life history of a healer or medical professional.
- Infographic on Covid-19 rates and disparities in their area.

Articulation

C-ID Descriptor Number

Status

Aligned

Equivalent Courses at 4 year institutions

University	Course ID	Course Title	Units
UC Santa Cruz	ANTH 134-01	Medical Anthropology: An Introduction	5

University	Course ID	Course Title	Units
UC Berkeley	ANTHRO 115 001	Introduction to Medical Anthropology	4
UC San Diego	ANSC 164	Introduction to Medical Anthropology	4
CSU San Marcos	ANTH 205	Introduction to Medical Anthropology	3

Comparable Courses within the VCCCD

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

Attach Syllabus

District General Education

A. Natural Sciences

A1. Biological Science

Date Proposed:

Date Denied:

Effective term:

A2. Physical Science

Date Proposed:

Date Denied:

Effective term:

B. Social and Behavioral Sciences

B1. American History/Institutions

Date Proposed:

Date Denied:

Effective term:

B2. Social and Behavioral Sciences

Proposed

Date Proposed:
3/2021

Date Denied:

Effective term:

C. Humanities

C1. Fine/Performing Arts

Date Proposed:

Date Denied:

Effective term:

C2. Humanities

Date Proposed:

Date Denied:

Effective term:

D. Language and Rationality

D1. English Composition

Date Proposed:

Date Denied:

Effective term:

D2. Communication/Analytical Thinking

Date Proposed:

Date Denied:

Effective term:

E. Health and Physical Education/Kinesiology

E1. Health Education

Date Proposed:

Date Denied:

Effective term:

E2. Physical Education

Date Proposed:

Date Denied:

Effective term:

F. Ethnic Studies/Gender Studies

F. Ethnic Studies/Gender Studies

Proposed

Date Proposed:

Date Denied:

Effective term:

Course is CSU transferable

Yes

CSU Baccalaureate List effective term:

F2022

CSU GE-Breadth

Area A: English Language Communication and Critical Thinking

A1 Oral Communication

Date Proposed:

Date Denied:

Effective term:

Expiration term:

Attach File

A2 Written Communication

Date Proposed:

Date Denied:

Effective term:

Expiration term:

Attach File

A3 Critical Thinking

Date Proposed:

Date Denied:

Effective term:

Expiration term:

Attach File

Area B: Scientific Inquiry and Quantitative Reasoning

B1 Physical Science

Date Proposed:

Date Denied:

Effective term:

Expiration term:

Attach File

B2 Life Science

Date Proposed:

Date Denied:

Effective term:

Expiration term:

Attach File

B3 Laboratory Activity

Date Proposed:

Date Denied:

Effective term:

Expiration term:

Attach File

B4 Mathematical/Quantitative Reasoning

Date Proposed:

Date Denied:

Effective term:

Expiration term:

Attach File

Area C: Arts and Humanities

C1 Arts: Arts, Cinema, Dance, Music, Theater

Date Proposed:

Date Denied:

Effective term:

Expiration term:

Attach File

C2 Humanities: Literature, Philosophy, Languages Other than English

Date Proposed:

Date Denied:

Effective term:

Expiration term:

Attach File

Area D: Social Sciences

D Social Sciences

Proposed

Date Proposed:
12/15/2021

Date Denied:

Effective term:

Expiration term:

Attach File

Area E: Lifelong Learning and Self-Development

E Lifelong Learning and Self-Development

Date Proposed:

Date Denied:

Effective term:

Expiration term:

Attach File

Area F: Ethnic Studies

F Ethnic Studies

Date Proposed:

Date Approved:

Date Denied:

Reason Denied:

Effective term:

Expiration term:

Attach File

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

US - 1: Historical development of American Institutions and Ideals

Date Proposed:

Date Denied:

Effective term:

Expiration term:

Attach File

US - 2: U.S. Constitution and Government

Date Proposed:

Date Denied:

Effective term:

Expiration term:

Attach File

US - 3: California State and Local Government

Date Proposed:

Date Denied:

Effective term:

Expiration term:

Attach File

UC TCA

UC TCA
Proposed

Date Proposed:
6/15/2021

Date Denied:

Effective term:

Expiration term:

Attach File

IGETC

Area 1: English Communication

Area 1A: English Composition

Date Proposed:

Date Denied:

Effective term:

Expiration term:

Attach File

Area 1B: Critical Thinking and Composition

Date Proposed:

Date Denied:

Effective term:

Expiration term:

Attach File

Area 1C: Oral Communication

Date Proposed:

Date Denied:

Effective term:

Expiration term:

Attach File

Area 2A: Mathematical Concepts & Quantitative Reasoning

Area 2A: Mathematical Concepts & Quantitative Reasoning

Date Proposed:

Date Denied:

Effective term:

Expiration term:

Attach File

Area 3: Arts and Humanities

Area 3A: Arts

Date Proposed:

Date Denied:

Effective term:

Expiration term:

Attach File

Area 3B: Humanities

Date Proposed:

Date Denied:

Effective term:

Expiration term:

Attach File

Area 4: Social and Behavioral Sciences

Area 4: Social and Behavioral Sciences

Proposed

Date Proposed:

12/15/2021

Date Denied:

Effective term:

Expiration term:

Attach File

[Area 5: Physical and Biological Sciences](#)

Area 5A: Physical Science

Date Proposed:

Date Denied:

Effective term:

Expiration term:

Attach File

Area 5B: Biological Science

Date Proposed:

Date Denied:

Effective term:

Expiration term:

Attach File

Area 5C: Laboratory Science

Date Proposed:

Date Denied:

Effective term:

Expiration term:

Attach File

Area 6: Languages Other than English (LOTE)

Area 6: Languages Other than English (LOTE)

Date Proposed:

Date Denied:

Effective term:

Expiration term:

Attach File

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 (51%–99% online)

Hybrid (1%–50% 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

Method of Instruction	Document typical activities or assignments for each method of instruction
Face to Face (by student request; cannot be required)	turn may email the instructor with their questions or concerns. 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.

Method of Instruction	Document typical activities or assignments for each method of instruction
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

Online

On campus

Primary Minimum Qualification

ANTHROPOLOGY

Additional Minimum Qualifications

Additional local certifications required

Review and Approval Dates

Department Chair

MM/DD/YYYY

Dean

MM/DD/YYYY

Technical Review

MM/DD/YYYY

Curriculum Committee

MM/DD/YYYY

DTRW-I

MM/DD/YYYY

Curriculum Committee

MM/DD/YYYY

Board

MM/DD/YYYY

CCCCO

MM/DD/YYYY

Control Number

DOE/accreditation approval date

MM/DD/YYYY

Reviewer Comments

Letrisha Mai (Imai) (Tue, 09 Mar 2021 03:01:43 GMT): - need to change effective date to F2022. Submission for UC is June 2021, IGETC & CSU GE in 12/2021 for effective F2022. - recommend to remove all UC courses listed as comparable. They are all upper-division level. - need supporting documentations: copy of catalog from CCCs. - course description needs to align with MC convention, 2 sentences and starting with verb.

Andrew Kinkella (akinkella) (Wed, 17 Mar 2021 20:57:12 GMT): I would agree with Letrisha's basic comments, but also add that this is an excellent course to offer our students!

Wade Bradford (wbradford) (Thu, 25 Mar 2021 05:07:30 GMT): Lets work on the Course Description. Begin with a verb. Add more details?

Danielle Kaprelian (dkaprelian) (Thu, 25 Mar 2021 19:58:15 GMT): Updated Wiley text to 4th ed - Updated to later print editions for Fadiman and Kidder texts - Minor edits to textbook formatting.

Key: 7331