

Professor: Dr. Regan A. R. Gurung gurungr@uwgb.edu
Class time: TTR: 2.00 - 3.20 p.m. (MAC 221) Office: MAC C309 (465-5679)
Office Hours: Mon & Wed: 10-11.00a.m. Monday 1.00-3.00p.m. Tues/Thurs: 10.00-12noon
 Any changes due to university meetings will be posted. Email to set up meetings at other times.

The Course

Understanding differences among cultural communities, whether of ethnicity, race, religion, gender or socioeconomic status, is critical to understanding attitudes, beliefs, and behavior. The communities in which children are raised differ markedly, and these can affect physical growth, aspirations, abilities, adjustment and worldview. Socio-cultural differences correspondingly impact many areas of our lives; what we eat and drink, our lifestyles and our health. This course examines how socio-cultural settings in America influence development, health beliefs, and health behaviors. Through a study of culture, you will have the opportunity to become more aware of the diversity around you and develop an increased understanding and tolerance of attitudes and viewpoints different from your own.

A note on my approach in this class: In contrast to many other courses in which we tend to accumulate facts and then present them in an exam, I have engineered this class to be more experiential in nature. You will do a majority of your learning from class discussions of the readings, and your classmates' comments, conversation, and anecdotes. Everything we talk about that illuminates cultural differences is critical. The partition of grades reflects this philosophy. An exam is only one measure of learning and only complements in-class experiences. This course is designed for junior and senior level students and serves as an **elective course** in the Human Development major. It also satisfies University **Ethnic Studies** (*an understanding of the causes and effects of stereotyping and racism and an appreciation of cultural diversity in the United States*) and **Writing Emphasis** requirements.

Key goals of this class are to help you understand:

- The full meaning of 'culture', and to examine your own personal culture,
- How cultures vary in health and health behaviors, and how this affects mortality and morbidity.

Primary Human Development Learning Outcomes Addressed in this class

Diverse Context – Students will recognize the role of context (i.e., ecological systems) in the processes of human development. Understand and be able to apply key components of cultural diversity (e.g., social class, ethnicity, gender, sexual orientation).

Basic Skills – Use APA style effectively when writing papers; ; Use library facilities and computerized databases to locate pertinent information; Present material effectively in class participation and group oral presentations). We will also address some Application & Theoretical Knowledge Outcomes.

Required Readings: Books

Alexi, S. (2008). *The absolutely true diary of a part-time Indian*. New York: Little Brown.
 Edut, O., & Walker, R. (2000). *Body Outlaws: Young Women Write About Body Image and Identity*. New York: Seal Press.
 Fadiman, A. (1998). *The Spirit Catches You and You Fall Down*. New York: Farrar Straus & Giroux.
 Mehl-Medrona, L. (1998). *Coyote Medicine: Lessons from Native American healing*. New York: Simon & Schuster.

Readings on D2L

Galanti, G. (2004). *Caring for patients from different cultures: Case studies from American Hospitals*. Philadelphia: University of Pennsylvania Press. (Selected chapter).
 Gurung, R. A. R. (in press). *Culture and health*. In K. Keith (Ed.), *Psychology & Culture*. Malden, MA: Wiley-Blackwell.
 Gurung, R. A. R. (2009). Cultural differences in food preferences. In L. Walter (Ed.) *Sustenance: food studies across the disciplines*.
 Gurung, R. A. R. (2006). Health and Human Development. In R. A. R. Gurung, *Health psychology: A cultural approach* (pp. 64-95). San Francisco: Wadsworth.
 OEMA (2009, July). Psychology education and training from culture-specific and multiracial perspectives.
<http://www.apa.org/pi/oema/education-training.pdf>

A Framework for this Course

I have structured this course to reach many different learning styles and to provide multiple opportunities for enhancing understanding. This means going BEYOND multiple-choice exams to demonstrate your learning. I provide different opportunities for you to engage the material, AND provide rewards for it. Take the time to utilize the different resources provided and you will do well. Focus on the process and do not get bogged down by the outcome.

Learning Engagement Opportunities: I designed a variety of course activities to help you to comprehend, analyze, synthesize, and evaluate the major links between culture, development and health, and to apply them to everyday life. Participation in the class will consist of many different components. You will have an opportunity to engage in each one. There is a lot more to learning than just reading a textbook or article.

Successful learning often involves sharing your personal views and opinions, listening to and digesting the views and opinions of others, and engaging in an exchange of ideas. Attendance is critical to this process, although *be aware that participation goes beyond mere physical presence*.

I. Book Clubs. You will be divided up into groups of 3 to give you a chance to share your reactions to 3 of the required books (you will do a report on the Alexi (2008) book on your own). A short Book Club Report (BCR) of your discussion will accompany each. You will take on one of these roles during the Book Club meeting and get a chance to try each one twice during the course of this semester:

- a. **Discussion leader:** You will be responsible for providing the group with a brief summary of the reading and a comfortable environment for your group members to share their reactions, comments, and criticisms to the assigned readings. This should involve the preparation of questions that will stimulate an exchange of ideas.
- b. **Synthesizer:** First identify the main themes of the book and relating them explicitly to the main goals of the class. Then summarize the main points of view expressed by your group. Finally, attempt to identify counter arguments to points presented in the reading.

Book Club write-ups are to be approximately 2 pages long, and are due at the beginning of the next class period after the activity (**except for discussion leader papers** which are due at the end of class on the day of discussion). This class is designated as a Writing Emphasis (WE) class. There will be 4 writing assignments. All write-ups will be evaluated on a scale of 0-5 (5 – Exceptional; 4 – Good; 3 – Satisfactory; 2- Unsatisfactory; 0 – Absent, if you are not present in class on the day of an activity or discussion).

II. Participation: To enable you to get the most of the readings, stimulate discussion, and prepare for class, write down 2-3 main questions about each reading/the main points, and/or your main criticisms. Upload them to the D2L dropbox so I get a sense of what you are getting from the readings and class. I will invite some of you to read your questions in every class. You should have at least 4 uploads in the semester and make a good effort to participate in class.

III. Contact: You will also have the opportunity to interview a member of a culture that is different from your own, and write a **Report** that documents your rationale for choosing the interviewee and a summary of the person's cultural background and health behaviors. You will be given a worksheet/list of questions to guide you. Grades will reflect the degree to which each question was addressed.

IV. Group Presentations: You will be required to choose a cultural group and provide a brief overview of the main belief system and health behaviors. Then, using one of the formats below, you will compare and contrast the beliefs, development, behaviors, and health of the chosen group with another cultural group. Groups will be formed based on common interests. I will provide an entire class period for group planning, early in the semester. Every member in the group will be asked to evaluate the extent and quality of their own contribution and those of the other group members. Group members will all get a similar grade UNLESS there are major discrepancies in individual contributions as indicated by self-evaluations. Members in danger of getting a lower grade than the group due to social loafing or for other reasons will be notified in time if possible. In addition the class will provide a rating of the presentation. Presentations grades will consist of a weighted average of class ratings and mine.

VI. Exams: Exams will test for your comprehension of key terms and theories, and have you analyze, synthesize, and evaluate the material from the readings and from class. The exam will consist of multiple choice, short answers, and an essay. The TAKE-HOME essay question will be provided the last day of class and will be due on the day of the scheduled final (see schedule). Study questions and guides will be provided in a timely manner for each exam.

<u>Papers</u>	30%	<u>Exam 1</u>	15%
<u>Participation</u>	5%	<u>Take-home Essay</u>	20%
<u>Contact Interview</u>	15%	<u>Group Presentation</u>	15%

How does it all add up? THERE IS NO CURVE! My philosophy on grading is that individual effort rather than competition results in a more productive and successful learning environment. **LATE POLICY:** You lose 1 point for every day the paper is late.

A = 93%; A/B = 88%; B = 83%; B/C = 78%; C = 70%; D = 65%; F <<60% [near impossible]

Approximate Schedule of Classes

Topics and reading assignments changes will be announced in class/by email

There will be 2-3 visiting experts who will demonstrate various alternate medicine approaches and belief systems. An acupuncturist, a yoga instructor, and a Shaman may all be joining our class discussions.

Class Meeting	Topic	Activity/Submit	Read
Sept 3	What is culture? What is health?		Galanti 1,
Sept 8	Origins of Culture		Matusmoto (2009)
Sept 10	Measuring Culture		Alexi (2008)
Sept 15	History of Culture		Gurung (in press)
Sept 17	Shamanism		
Sept 22	Cultural Differences in health		RP1 due (Hard Copy+)
Sept 24	“		Outlaws *
Sept 29	Acupuncture		Gurung (2006)
Oct 1	Developmental theories		Outlaws *
Oct 6	Gender		BC1 (Outlaws)
Oct 8	Gender & Exam Review		RP2 due (Hard Copy+)
Oct 13	Exam 1		
Oct 15	Food Adventure		
Oct 20	Culture and Eating: West	<u>Food paper due drop box only</u>	Gurung (2009)
Oct 22	Culture and Eating		
Oct 27	Culture and Eating: Tao		
Oct 29	Culture and Eating: Ayurvedic		CONTACT Interviews DUE
Nov 3	In Class Group work		Spirit 1-5
Nov 5	Focus on Latinos		OEMA (2009)
Nov 10	Focus on Hmong		Spirit 6-12
Nov 12	Focus on the Hmong	<u>BC2 (Spirit)</u>	Spirit 13-19
Nov 17	Presentations		
Nov 19	Presentations	RP3 due drop box only	Begin Coyote Medicine
Nov 24	Presentations		
THANKSGIVING BREAK			
Dec 1	Focus on American Indians		OEMA (2009)
Dec 3	Focus on American Indians		BC3 Coyote Medicine
Dec 8	Yoga		RP4 due in Drop Box
Dec 10	Course summary and integration		

Finals Due To DROPBOX (Tuesday, Dec. 15th, 11.59 pm)

NOTE: * Stories to focus on for Outlaws are listed on the class D2L page. Do not have to read ALL of Outlaws or OEMA (2009).