

THE UNIVERSITY OF LETHBRIDGE
FACULTY OF HEALTH SCIENCES
HLSC 3850 (Theory) & HLSC 4850 (Field Study)
CULTURE & HEALTH (CHINA)
Course Outline – Spring/Summer, 2017

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CLASS: Mondays, 6:00 – 8:50 p.m., room AH176

COURSE DESCRIPTION:

China's epochal social, economic and globalizing changes in mere decades offer a fascinating study of a society in transition. This interdisciplinary course will give students a unique opportunity to explore how shifting cultural beliefs and practices shape health and health behaviours. Combining critical reading of literature with field observations and conversations, homestays with Chinese families, and group activities with local groups, Canadian students will conduct a field study in China to answer a chosen question of culture and health. Fields of observation may include Chinese food practices, gender roles, marriage and family, childhood, wealth differentials, management of stress and trauma, global influences, rituals and religion, recreation, psychoactive substances and behaviours, migration, and use of technology.

COURSE OBJECTIVES:

- To promote an awareness of culture and health issues in China
- To examine the underlying social, political, economic, historical factors influencing culture and health
- To develop skills of inter-cultural exchange
- To learn the skills and art of reflexivity, field observation, participation and friendship to increase awareness of one's meaning assumptions and expand perspectives on cultures

LEARNING APPROACHES:

HLSC 3850 consists of lectures by the course professor and invited topic experts from various disciplines. Students will work in pairs to conduct a class seminar on a chosen topic for their field study with selected readings. Students will learn to use expressive arts activities to engage with Chinese students in exploring selected topics. Basic Mandarin lessons will prepare students to enter the field.

HLSC 4850 consists of a Field Study in five cities: Shanghai, Suzhou, Nanjing, Hangzhou and Beijing. Students will be hosted with homestay families to participate in the daily life and rituals of the culture. They will visit museums and historical sites to evoke the rich, traumatic, and dramatic changes in modern China. Field visits will include a counselling training institute, a university psychology/social work program, internet gaming bars, health centres, and recreation areas. Interactive activities will be included where possible. Students will be provided with ample opportunities to observe and participate in local life and activities, both pre-arranged and on their own.

REQUIRED TEXTS:

Kleinman, A. et al. (2011). Deep China: The Moral Life of the Person. Berkeley, CA: University of California Press.

Journal articles and book chapters will be posted on Moodle for each seminar.

TWO RECOMMENDED TEXTS:

Ebrey, P.B., & Walthall, A. (2014). *East Asia: A Cultural, Social and Political History*. (3rd ed.). Boston, MA: Wadworth.

Helman, C. G. (2007). *Culture, Health and Illness* (5th ed.). London: Oxford University Press.

ASSIGNMENTS AND EVALUATION:**HLSC 3850 – SEMINAR**

Assignment	Value	Due Date
A. Seminar Paper	25%	One week after seminar presentation
B. Seminar Presentation & Discussion (45 minutes)	20%	Sign-up Sheet
C. Reading Response Papers (5 x 5%)	25%	Classes 2-9 (best 5 will be counted)
D. Expressive Arts Activity	20%	Classes 10-11
E. Attendance & Participation	10%	Ongoing
TOTAL	100%	

**A. Seminar Paper (8-10 pages, double-spaced) (25%) – can be written individually or in pairs
Due: One week after your seminar presentation**

In the seminar paper, you will:

1. State your field study question and what makes it worth investigating.
2. Explain how the literature you have reviewed helps you frame and understand the issues you raised. Cite references in APA (6th ed.) style.
3. Summarize what you learnt after the seminar presentation (see Assignment B), incorporating perspectives from other students.
4. Propose 1-2 questions that emerge from the literature and seminar discussion to guide your observations in the field.

B. Seminar Presentation and Discussion (45 minutes) (20%) Due: Written material – ONE WEEK BEFORE the class seminar by email to professor before posting on Moodle

Seminar leaders will present a summary of 5-6 specific points related to the argument from each article or book chapter selected for the topic. These points will be delivered in a PowerPoint presentation. Students will provide a commentary and explanation of the points based on the author's argument.

The seminar leaders will prepare 3-4 discussion questions on the readings for the day. These discussion questions will draw on ideas that are stimulating, thought-provoking, controversial, debatable, important or insightful from the reading to deepen an exploration of your topic.

The PowerPoint presentation with 5-6 key points from each reading and 3-4 discussion questions must be submitted to the professor by email one week before class so that the PowerPoint and questions can be posted on Moodle. The class can reflect on the material while doing their reading in preparation for class.

The seminar leaders will summarize orally for their group the key points that emerged in the discussion at the end of the seminar. All students are required to have done the seminar readings before class to take meaningful part in the discussion.

C. Reading Response Papers – 5 short papers worth 5% each (25%) Due: Classes 2-9 (best 5 will be used)

Students will write short papers to respond to the readings assigned for each seminar. They are 1-2 pages (double-spaced) in length and will be turned in via Moodle before the seminar. You are not asked to summarize the readings, but rather to dialogue with and critique the readings by registering your own insights, thoughts and analysis. You can offer what you find interesting or surprising, and pose at least one question at the end of your paper to show what the reading stirred in you.

D. Expressive Arts Activity – 30-40 minutes (20%) Due: Classes 10-11

In groups of 2-3, students will design an interactive activity using multiple modalities of the expressive arts to simulate how they would use this activity to engage their Chinese counterparts in exploring a culture and health issue.

E. Class Attendance and Participation (10%) (Ongoing)

HLSC 4850 – FIELD STUDY

Assignment	Value	Due Date
A. Journaling & Reflection Paper	30%	June 16, 2017 or earlier
B. Photo Essay	30%	June 16, 2017 or earlier
C. Expressive Arts Engagement & Presentation	30%	In the field
D. Participation, Leadership, Responsibility, Collaborative Spirit	10%	Ongoing
TOTAL	100%	

A. Journaling and Reflection Paper (10 pages, double-spaced) (30%) Due: June 16, 2017 (or earlier)

Students are expected to journal daily throughout the Field Study. Entries should include students' thoughts, feelings, puzzles, apprehensions and surprises, as well as critical reflection of their field experiences. Students will relate their inner experience to their own history and background and how these formative contexts have shaped their perceptions and meaning-making as they encounter new cultural experiences. At the end of the Field Study, students will re-read their journals to pull out themes to write a Reflection Paper on how they have changed in their beliefs, attitudes, emotion, cultural and self-assessment as a result of this Field Study, supported by quotes from their journals.

B. Photo Essay (8-10 pages, double-spaced) (30%) Due: June 16, 2017 (or earlier)

Students will develop a field study question based on a culture and health topic. Once approved by the professor, students will use this field study question to guide their observation, participation and experience in the field, capturing their insights through the use of photographs. The photovoice method has three stages: (1) selecting (choosing photographs to answer the research question); (2) contextualizing (telling stories about what the photographs mean and how each answers the research question); (3) codifying (identifying themes or theories that emerge). A minimum of 10 photographs and a maximum of 20 are allowed. Please note – if you take pictures with people in them, you will need to get their consent. A consent form is posted in the "course resources" folder on Moodle.

The thematic analysis and theorizing component will be written as an 8-10 page paper, to be handed in at the end of the Field Study.

C. Expressive Arts Engagement and Presentation (30%) (Done in the field)

Students working in groups will self-evaluate their creativity and ability to engage Chinese counterparts to explore mental health and addiction issues in China. Students' self-evaluations will be balanced with the professor's evaluation.

D. Participation, Leadership, Responsibility, Collaborative Spirit (10%) (Ongoing)

Students will be evaluated throughout the Field Study for the above attributes and attitudes.

GRADING BREAKDOWN:

The grading system for this course is consistent with that established in the Faculty of Health Sciences, effective May, 2002.

Letter	GPA	Percent	Letter	GPA	Percent
A+	4.0	95 - 100%	C+	2.3	71 - 74.9%
A	4.0	91 - 94.9%	C	2.0	67 - 70.9%
A-	3.7	87 - 90.9%	C-	1.7	63 - 66.9%
B+	3.3	83 - 86.9%	D+	1.3	59 - 62.9%
B	3.0	79 - 82.9%	D	1.0	55 - 58.9%
B-	2.7	75 - 78.9%	F	0	0 - 54.9%

PLAGIARISM STATEMENT:

The University of Lethbridge subscribes to Turnitin.com, a plagiarism detection service. Please be advised that student work submitted for credit in this course may be submitted to this system to verify its originality. Students must be able to submit both electronic and hard copy versions of their work upon request.

ACCOMMODATIONS FOR STUDENTS WITH A DISABILITY:

Reasonable accommodations are available for students who have a documented disability. If you have been diagnosed with a disability, there is no need to face the challenge of University without support. Please contact the Accommodated Learning Centre to set up an appointment at 403-329-2766 <http://www.uleth.ca/ross/counselling/index.html>. After registering with the Accommodated Learning Centre, your instructor will be notified by a formal letter of any accommodations you require. In addition, students are responsible for requesting accommodations from the instructor at least ***two weeks*** in advance of the evaluation date. The instructor and student are jointly responsible for arranging the resources needed for the evaluation process.

COPYRIGHT STATEMENT:

All University of Lethbridge students, faculty and staff must comply with Canadian law and institutional license agreements pertaining to copyright. At the same time, keeping abreast of our copyright obligations and options is a complex task as copyright matters locally and globally are in flux and are likely to remain so for at least the near future.

The University's Copyright website (www.uleth.ca/copyright) is a source of current copyright information that includes:

- answers to common copyright questions (see the [FAQs](#)),
- guidance on whether you need permission or a license to copy a particular work (see the [Copyright Permissions Flow Chart](#)),
- guidance on assessing whether fair dealing may apply to specific instances of copying you wish to undertake (see the [Guidelines for Copying under Fair Dealing](#)), and
- a [permissions look-up tool](#) to help you determine the kinds of copying and other uses permitted by the Library's license agreements covering specific online journals and other online resources.

You are encouraged to contact the University Copyright Advisor (copyright@uleth.ca) for assistance with any copyright questions or issues.

HLSC 3850 CLASS SCHEDULE (Tentative and subject to change)

Class/Date	Topic
1. January 9	Course Introduction Brief History of Modern China
2. January 16	Historical Trauma <ul style="list-style-type: none"> • Japanese and Foreign Occupation • The Nanjing Massacre • Cultural Revolution
3. January 23	China Today <ul style="list-style-type: none"> • The Party • China's Economy
4. January 30	Social Changes (I) <ul style="list-style-type: none"> • Internet Gaming Addiction • Sexual Revolution
5. February 6	Social Changes (II) <ul style="list-style-type: none"> • Rural-Urban Migration • Globalization
6. February 13	Religions and Worldview: <ul style="list-style-type: none"> • Confucianism • Family Structure • Gender Issues
7. February 20	NO CLASS – READING WEEK
8. February 27	Buddhism <ul style="list-style-type: none"> • Food and Eating
9. March 6	Taoism <ul style="list-style-type: none"> • Traditional Chinese Medicine
10. March 13	Field Study Methods Expressive Arts Activity
11. March 20	Field Study Methods Expressive Arts Activity
12. March 27	Mandarin and Calligraphy Lessons
13. April 3	Mandarin and Calligraphy Lessons