



SENATE COMMITTEE ON CURRICULAR AFFAIRS
COURSE SUBMISSION AND CONSULTATION FORM

Principal Faculty Member(s) Proposing Course

Name	User ID	College	Department
JESSAMYN ABEL	JUA14	Liberal Arts (LA)	Not Available
PIERCE SALGUERO	CPS14	Abington College (AB)	Not Available
ERICA BRINDLEY	EFB12	Liberal Arts (LA)	Not Available

Academic Home: Liberal Arts (LA)

Type of Proposal: Add Change Drop

Course Designation

(ASIA 106N) Asian Traditions of Health, Medicine, and the Body

Course Information

Cross-Listed Courses:

Prerequisites:

Corequisites:

Concurrents:

Recommended Preparations:

Abbreviated Title: Asia Trad Medicine
Discipline: General Education
Course Listing: Inter-Domain

Special categories for Undergraduate (001-499) courses

Foundations

- Writing/Speaking (GWS)
- Quantification (GQ)

Knowledge Domains

- Health & Wellness (GHW)
- Natural Sciences (GN)
- Arts (GA)
- Humanities (GH)
- Social and Behavioral Sciences (GS)

Additional Designations

- Bachelor of Arts
- International Cultures (IL)
- United States Cultures (US)
- Honors Course
- Common course number - x94, x95, x96, x97, x99
- Writing Across the Curriculum

First-Year Engagement Program

- First-Year Seminar

Miscellaneous

Common Course

GE Learning Objectives

GenEd Learning Objective: Effective Communication

GenEd Learning Objective: Creative Thinking

GenEd Learning Objective: Crit & Analytical Think

GenEd Learning Objective: Global Learning

GenEd Learning Objective: Integrative Thinking

GenEd Learning Objective: Key Literacies

GenEd Learning Objective: Soc Resp & Ethic Reason

Bulletin Listing

Minimum Credits: 3

Maximum Credits: 3

Repeatable: NO

Department with Curricular Responsibility: Asian Studies (UPLA_ASIA)

Effective Semester: Upon Approval

Travel Component: NO

Course Outline

A brief outline or overview of the course content:

This course provides a multi-disciplinary introduction to historical and contemporary traditions of health, medicine, and the body from various parts of Asia.

A listing of the major topics to be covered with an approximate length of time allotted for their discussion:

Introduction to comparative method (1 week)

Indian medicine (2 weeks)

Indian yoga (2 weeks)

Chinese medicine (2 weeks)

Chinese traditions of physical self-cultivation (2 weeks)

Buddhist forms of health and healing (2 weeks)

Modernization of Asian traditions (2 weeks)

Asian traditions in the West (2)

Course Description:

This course provides an introduction to historical and contemporary traditions of health, medicine, and the body from various parts of Asia. Potentially including such diverse topics as Ayurveda, yoga, acupuncture, taiji, qigong, Tibetan medicine, and other systems of practice, the course emphasizes comparative and multi-disciplinary frameworks. The semester finishes with sections on the modernization and globalization of Asian traditions, including their practice in the US. Throughout, the class will approach all Asian ideas and practices on their own terms, encouraging comparison among the various traditions as well as with contemporary American ideas about health and wellness.

The name(s) of the faculty member(s) responsible for the development of the course:

| Name: PIERCE SALGUERO (CPS14)

Title:

Phone:

Address:

Campus: AB

City:

Fax:

| Name: ERICA BRINDLEY (EFB12)

Title:

Phone:

Address:

Campus: UP

City:

Fax:

| Name: JESSAMYN ABEL (JUA14)

Title:
Phone:
Address:
Campus: UP
City:
Fax:

Course Justification

Instructional, Educational, and Course Objectives:

This section should define what the student is expected to learn and what skills the student will develop.

The aim of this course is not only to build understanding of Asian notions of health, medicine, and the body, but also to gain new perspectives on our own society through a comparative approach. Students will develop their skills in analyzing social phenomena and behaviors from historical, literary, ethnographic, and experiential perspectives.

Evaluation Methods:

Include a statement that explains how the achievement of the educational objective identified above will be assessed. The procedures for determining students' grades should be specifically identified.

Class work will include lectures, as well as guided discussions, group work, writing exercises, and possibly student presentations. This participatory approach is intended to deepen students' appreciation of the assigned readings, to help them understand value systems that may differ from those predominant in western cultures, and to assist students in developing both analytic and expressive abilities. Students will be evaluated through in-class discussions, analytical writing assignments, and exams and quizzes. A possible break-down would be as follows: written and oral discussion of reading: 10%; quizzes: 5%; written work: 60%; exams: 25%.

Relationship/Linkage of Course to Other Courses:

This statement should relate the course to existing or proposed new courses. It should provide a rationale for the level of instruction, for any prerequisites that may be specified, or for the course's role as a prerequisite for other courses.

This course can stand alone, but it will work alongside ASIA 100 (the core introductory course for the Asian Studies major and minor) to introduce students to various approaches to the study of Asia. It thus serves as an introduction to upper-level courses on Asia or specific Asian countries in various disciplines.

Relationship of Course to Major, Option, Minor, or General Education:

This statement should explain how the course will contribute to the major, option, or minor and indicate how it may function as a service course for other departments.

This course will satisfy a revised requirement for the Asian Studies major and minor, and will be included in the Medical Humanities program under development at Abington College. It is designed as an interdomain General Education course within the domains of Humanities (GH) and Health & Wellness (GHW).

A description of any special facilities:

none

Frequency of Offering and Enrollment:

It will be offered at Abington College once every other year with an enrollment of 30 and once every other year at University Park with an enrollment of 49.

Alignment with General Education Objectives

- EFFECTIVE COMMUNICATION** – the ability to exchange information and ideas in oral, written, and visual form in ways that allow for informed and persuasive discourse that builds trust and respect among those engaged in that exchange, and helps create environments where creative ideas and problem-solving flourish.
- KEY LITERACIES** – the ability to identify, interpret, create, communicate and compute using materials in a variety of media and contexts. Literacy acquired in multiple areas, such as textual, quantitative, information/technology, health, intercultural, historical, aesthetic, linguistic (world languages), and scientific, enables individuals to achieve their goals, to develop their knowledge and potential, to lead healthy and productive lives, and to participate fully in their community and wider society.
- CRITICAL AND ANALYTICAL THINKING** – the habit of mind characterized by comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating a conclusion. It is the intellectually disciplined process of conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.
- INTEGRATIVE THINKING** – the ability to synthesize knowledge across multiple domains, modes of inquiry, historical periods, and perspectives, as well as the ability to identify linkages between existing knowledge and new information. Individuals who engage in integrative thinking are able to transfer knowledge within and beyond their current contexts.
- CREATIVE THINKING** – the capacity to synthesize existing ideas, images, or expertise in original ways and the experience of performing, making, thinking, or acting in an imaginative way that may be characterized by innovation, divergent thinking, and intellectual risk taking.
- GLOBAL LEARNING** – the intellectually disciplined abilities to analyze similarities and differences among cultures;

evaluate natural, physical, social, cultural, historical, and economic legacies and hierarchies; and engage as community members and leaders who will continue to deal with the intricacies of an ever-changing world. Individuals should acquire the ability to analyze power; identify and critique interdependent global, regional, and local cultures and systems; and evaluate the implications for people's lives.

SOCIAL RESPONSIBILITY AND ETHICAL REASONING – the ability to assess one's own values within the social context of problems, recognize ethical issues in a variety of settings, describe how different perspectives might be applied to ethical dilemmas, and consider the ramifications of alternative actions. Individuals should acquire the self-knowledge and leadership skills needed to play a role in creating and maintaining healthy, civil, safe, and thriving communities.

What component(s) of the course will help students achieve the General Education Learning Objectives covered in the course? Provide evidence that students in the course have adequate opportunities to achieve the identified learning objectives.

d. Integrative Thinking:

The explicitly multi-disciplinary approach and long historical scope of this course will help students focus on developing their ability to synthesize knowledge across multiple domains, modes of inquiry, historical periods, and perspectives. Studying topics seemingly as familiar as "health, medicine, and the body" in an unfamiliar context will encourage them to identify linkages between their own experiences and the things they are learning about other societies.

f. Global Learning:

The international and comparative nature of the course subject will train students to analyze similarities and differences among cultures within Asia and between Asian and Western cultures. Examining the factors that influence views of health, medicine, and the body in various cultural contexts will contribute to making them active community members and leaders in a globalized society.

How will students be assessed to determine their attainment of the Learning Objective(s) of General Education covered in this course? This assessment must be included as a portion of the student's overall performance in this course.

Students will be assessed to determine their attainment of the Learning Objectives of General Education covered in the course through the exams and papers. The final exam will require students to synthesize knowledge across cultures and time periods that have been covered in the course, according to the various modes of inquiry that have been pursued and studied throughout the semester. Analytical papers, as well as the final exam, will require students to demonstrate an ability to analyze similarities and difference among cultures, as well as social, cultural, and historical legacies and hierarchies.

General Education Domain Criteria

General Education Designation: Inter-Domain

GH Criteria

Explain the methods of inquiry in humanities fields and describe how the contributions of these fields complement inquiry in other areas

Demonstrate competence in critical thinking about topics and texts in the humanities through clear and well-reasoned responses

Critically evaluate texts in the humanities— whether verbal, visual, or digital— and identify and explain moral or ethical dimensions within the disciplines of the humanities

Demonstrate knowledge of major cultural currents, issues, and developments through time, including evidence of exposure to unfamiliar material that challenges their curiosity and stretches their intellectual range

Become familiar with groups, individuals, ideas, or events that have influenced the experiences and values of different communities

What components of the course will help students achieve the domain criteria selected above?

- This course will require students to analyze primary materials and secondary scholarship through both written responses and class discussion. Through these exercises, students will learn techniques for objective evaluation of texts and the formulation and expression of their own interpretations.
- Students will be guided in their use of a wide range of historical and contemporary materials obtained through the university libraries and online resources. Through practice in evaluating sources, they will develop their abilities in responsible use of various kinds of texts and media.
- Through both written work and class discussion, students will demonstrate their knowledge of major cultural currents, issues, and developments in historical and contemporary Asia, much of which will include themes and topics that were previously unfamiliar to them.
- The course will increase students' familiarity with the groups and individuals involved in the history and contemporary practice of medicine in Asia, as well as the ways in which health, medicine, and the body were intertwined with major cultural and intellectual trends that have shaped Asia in history and today.

GHA Criteria

Explain the methods of inquiry in Health and Wellness fields and describe how the contributions of these fields complement inquiry in other areas

Describe multiple perceptions and dimensions of health and wellness (emotional, spiritual, environmental, physical, social, intellectual, and occupational)

Identify and explain ways individuals and/or communities can achieve and maintain health and wellness

Describe health-related risk factors and explain changes in knowledge, attitudes, behaviors, activities or skills that have the potential of improving health and wellness

Disseminate knowledge about health and wellness and demonstrate behavioral practices needed to engage in healthy living across the life span

What components of the course will help students achieve the domain criteria selected above?

- Students will throughout the semester be exposed to Asian health & wellness practices from a practical perspective, as they are guided through learning the basics of several different systems (for example, yoga, qigong, and mindfulness practice). This engagement in practice will complement the readings in history and cultural studies of those the same practices, providing a deeper understanding of the texts we are reading in class.
 - Simultaneously to learning to practice, students will be taught to access the latest clinical and health/wellness-related research through university library databases, and will be analyzing our contemporary understanding of the benefits of these practices on emotional, spiritual, environmental, physical, social, intellectual, and occupational health and wellness.
 - Students will be gaining valuable experience with Asian health practices that have been clinically proved to be beneficial in multiple arenas of personal wellness. It is expected that participation in the class will not only provide students with humanistic understanding of these practices, but also with tangible personal benefits in terms of stress reduction and improved mental health. It is also hoped that this exposure will provide students with tools to continue to study and practice these traditions for physical and mental benefit throughout their life span.
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Integrative Studies

Explain how the intellectual frameworks And methodologies of the two Knowledge Domains will be explicitly addressed in the course and practiced by the students.

The intellectual frameworks and methodologies of the Humanities and Health & Wellness will be explicitly addressed throughout each section of the course, during which we will consciously and explicitly approach each topic from both angles.

Demonstrate that each Of the two domains will receive approximately equal attention, providing evidence from course topics, assignments, or other course components, and that students will integrate material from both domains.

Since the topic of this course is focused on health and the body, the course material easily lends itself to exploration from both humanities as well as health/wellness perspectives. Each topic will be examined from cultural, historical, and literary angles to satisfy the humanities side of the course. Each topic will also be introduced to students from a practical approach, so that they are able to experience first-hand Asian health practices. Students will also read the current clinical research literature on these health practices, in order to learn how they are employed healthcare and personal training/exercise settings.

Briefly explain the staffing plan. Given that each Inter-Domain course is approved for two Knowledge Domains, it will be taught by an instructor (or instructional team) with appropriate expertise in both domains.

I have designed this course for myself, but anyone with a similarly multi-disciplinary background would be able to teach it. I have a PHD in History of Asian medicine, for which I completed fields in history of traditional medicine and healing practices in China and India, and I wrote a master's thesis on history of traditional medicine in Thailand. Prior to becoming an academic I was trained in various Asian healing techniques, such as yoga, qigong, and mindfulness practice. I would therefore be able to lead students through both the scholarship and practice of these techniques. In the case that other faculty members did not have the practical experience I do, they would be able to invite local teachers of yoga, qigong, etc., to lead class sessions. On many PSU campuses, there are faculty or staff already teaching such workshops, who could be invited quite easily.

Describe the assessments that will be used to determine students' ability to apply integrative thinking.

Students will constantly be exposed to each topic throughout the semester from interdisciplinary perspectives that integrate humanities approaches with health and wellness approaches. All assignments will be interdisciplinary, and students will be expected to demonstrate integrative thinking throughout the semester.

Assignments might, for example, ask students to write on the following subjects in order to assess integrative thinking:

How does a particular historical primary source connect with or differ from a contemporary ethnographic study on a particular facet of Asian medicine?

How does a work by a modern historian shed light on a contemporary policy debate regarding Asian medicine?

How does a traditional Asian view differ from a contemporary scientific understanding of a particular disease?

How is the contemporary healthcare policy of a particular society shaped by the influence of traditional healthcare in the marketplace?

How do religion and healthcare intersect in a particular contemporary tradition?

General Education Designation Requirements

Bachelor Of Arts Requirements:

- BA: Natural Sciences
- BA: Other Cultures
- BA: Foreign/World Lang (12th Unit)
- BA: Humanities
- BA: Social and BA: Behavioral Sciences
- BA: Arts
- BA: Quantification
- BA: Foreign/World Lang (All)

This course fulfills the requirements for the B.A. Humanities category because it is focused on interpretation, understanding, and evaluation of fundamental human interactions on an international level, and it teaches students techniques for evaluating and responding to various forms of written and visual primary materials.

It should be categorized as an "Other Cultures" course because the content, focus, and material of the course is non-Western,

focusing on Asian cultures and practices.

Intercultural Requirements:

1. This course meets the definition of (2) an international cultures course.

2-3. Course outline (description and topic list), which includes information on the IL aspects of the course.

Course description

This course provides an introduction to historical and contemporary traditions of health, medicine, and the body from various parts of Asia. Potentially including such diverse topics as Ayurveda, yoga, acupuncture, taiji, qigong, Tibetan medicine, and other systems of practice, the course emphasizes comparative and multi-disciplinary frameworks. The semester finishes with sections on the modernization and globalization of Asian traditions, including their practice in the US. Throughout, the class will approach all Asian ideas and practices on their own terms, encouraging comparison among the various traditions as well as with contemporary American ideas about health and wellness.

Major topics

- Introduction to comparative method (1 week)
- Indian medicine (2 weeks)
- Indian yoga (2 weeks)
- Chinese medicine (2 weeks)
- Chinese traditions of physical self-cultivation (2 weeks)
- Buddhist forms of health and healing (2 weeks)
- Modernization of Asian traditions (2 weeks)
- Asian traditions in the West (2)

4. The course encourages students to develop understanding of the historical backgrounds, cultural contributions, social, and political circumstances of various peoples of Asia in the following ways:

- The course will cultivate awareness of the pluralism and diversity within Asian cultures by examining the differences between Asian traditions of health, medicine, and the body. It will consistently encourage students to compare ideas and practices from various Asian societies with one another, as well as with modern American ideas and practices.
- Through study of the relationships between traditional cultures and health, the course will increase knowledge of different cultural values, traditions, beliefs and customs that continue to shape both Asian cultures as well as global health trends.
- Learning about aspects of Asian history and societies that challenge their preconceptions and expectations will encourage students to re-examine beliefs and behaviors about social identity, race, ethnicity, and nationality. The course will thus work to overcome stereotypes and biases of other cultures and nations.
- The writing assignments for the course will increase students' ability to locate and evaluate information and gain knowledge about other peoples of the world.

5. The IL educational objectives will be assessed through quizzes, class discussion, short analytical papers, and a final exam.

Campuses That Have Offered () Over The Past 4 Years

semester	AB	AL	BK	BR	BW	CR	DS	ER	FE	GA	GV	HB	HN	HY	LV	MA	NK	PC	SH	SL	UP	WB	WC	WS	XC	XP	XS	YK
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UPLOADED DOCUMENTS FOLLOW:

SYLLABUS

Course Abbreviation and Number: Asia Trad Medicine, ASIA 106

Credits: 3

Prerequisites/Co-requisites/Concurrent Requirements/Recommended Preparation: none

Course Attributes/Designations: GenEd (GH and GHW), BA, IL

General Education Learning Objectives:

INTEGRATIVE THINKING – the ability to synthesize knowledge across multiple domains, modes of inquiry, historical periods, and perspectives, as well as the ability to identify linkages between existing knowledge and new information. Individuals who engage in integrative thinking are able to transfer knowledge within and beyond their current contexts.

GLOBAL LEARNING – the intellectually disciplined abilities to analyze similarities and differences among cultures; evaluate natural, physical, social, cultural, historical, and economic legacies and hierarchies; and engage as community members and leaders who will continue to deal with the intricacies of an ever-changing world. Individuals should acquire the ability to analyze power; identify and critique interdependent global, regional, and local cultures and systems; and evaluate the implications for people's lives.

Course Description: This course provides an introduction to historical and contemporary traditions of health, medicine, and the body from various parts of Asia. Potentially including such diverse topics as Ayurveda, yoga, acupuncture, taiji, qigong, Tibetan medicine, and other systems of practice, the course emphasizes comparative and multi-disciplinary frameworks. The semester finishes with sections on the modernization and globalization of Asian traditions, including their practice in the US. Throughout, the class will approach all Asian ideas and practices on their own terms, encouraging comparison among the various traditions as well as with contemporary American ideas about health and wellness.

Course Learning Objectives:

- be able to use comparative methods to study concepts of the body and health in different cultures
- understand the basic features of Asian healing practices
- distinguish between Indian, Chinese, and Buddhist traditions
- use historical thinking to understand the modernization of Asian medical and health traditions
- use critical methods to analyze the movement of Asian traditions to the modern West
- learn the basics of how to practice several Asian health traditions