



Health, Environment, and Indigenous Knowledge Seminar

ASIA3000 (3 Credits / 45 class hours)

SIT Study Abroad Program:

China: Health, Environment, and Traditional Chinese Medicine

PLEASE NOTE: This syllabus represents a recent semester. Because courses develop and change over time to take advantage of unique learning opportunities, actual course content varies from semester to semester.

Course Description

Despite the fact that traditional healthcare and medicine have been practiced in China for thousands of years, the existence and practice of traditional lifeways in China are facing great challenges today, caused by rapid economic development and modernization. Life styles and cultural values are significantly different between the older and younger generations in Chinese society, and this will influence China's direction of development in the future. This course, organized around four modules: "History and Religions," "Social Issues and Challenges," "Indigenous Knowledge and Practice," and "Minority Area Excursion and Indigenous Healings," is focused on health-related indigenous knowledge and the cultural values associated with lifeways that are articulated in history, religion, traditions and other practices such as traditional Chinese medicine and ethnic minority healing systems. This course combines classroom, interactive instruction and field trips to introduce core topics in health preservation using key Chinese health concepts. It underscores critical links between health, environment, and socio-economic development in modern China. Utilizing a multidisciplinary approach, the course addresses a variety of contemporary China's health topics including: China's healthcare system and its reform, urbanization/globalization and health; food and health; environment, health and culture; and behavior and health. The course also examines challenges associated with China's health issues and governmental, social and individual strategies underway to assess and manage them.

Another course objective is to undertake a cross-cultural comparative examination of the ways in which traditional thought about healthcare differs from contemporary practices. What are the similarities and differences between indigenous small-scale societies and modern, state-based contemporary beliefs around health issues? This course explores ongoing questions about the role of traditional healthcare beliefs in contemporary society.

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The unique minority indigenous knowledge component of the course, including extended engagement with ethnic minority communities during field excursions, distinguishes this study abroad program from any other in China.

The course asks the following key academic questions:

- What are the historical, religious and social factors that have worked to shape the Chinese healthcare system?
- What are the most pressing health issues that China currently is facing? How have these issues been affecting Chinese people, especially ethnic minorities, and the sustainability of China's development?
- What are the relationships between healthcare issues, food security and environmental issues? What are the various comprehensive strategies set to deal with these issues?
- What is the role of indigenous knowledge in health preservation, environmental protection, and sustainable development? How should this knowledge be applied?
- How is the encounter between western and Chinese health concepts and practices viewed within China and on the global stage?

To examine these questions critically, students will be exposed to a variety of current health and economic issues in China. Students will be provided some basic history to help them develop a working knowledge base upon which to understand specific issues and to develop potential Independent Study Projects. In addition, themes of traditional and present-day cultural values will intersect to reveal the multi-layered process of creating a national system of modern healthcare with preservation of traditional health practices. Finally, the seminar will consider China's development strategy in Yunnan as another lens through which minority policies are articulated, enforced, and linked together with environmental and natural resource management.

Learning Outcomes

Upon completion of this course, students will be expected to:

- Demonstrate a basic understanding of Chinese culture, its history, its religions and the pressing social and environmental issues this major world power confronts today and how these factors have worked to shape and sustain Chinese society with particular reference to China's healthcare system;
- Identify, describe, and critically analyze current Chinese health issues and how these issues have been affecting Chinese people, especially ethnic minorities, and the sustainability of China's development. Understand their relationship with environmental and food security issues, and provide recommendations for ways forward;
- Demonstrate a clear understanding of the value and importance of indigenous knowledge and its roles in sustainable development;
- Analyze China's development strategies in Yunnan as they apply to healthcare and the rich cultural resources of this province;
- Compare and contrast Chinese Traditional Medicine with Western Medicine in terms of healthcare framework and approach to research;
- Demonstrate Traditional Chinese Medicine treatment methods learned in this course, such as massage, acupuncture, moxibustion and cupping, and utilize them to treat certain ailments;
- Demonstrate the traditional Chinese natural healing therapies learned in this course, such as the Chinese music therapy, medicinal tea therapy, Qigong therapy, and hot spring therapy;

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- Distinguish between different Chinese minorities' healing systems and their views on health preservation at the community level.

Language of Instruction

This course is taught in English or in Chinese with English translation.

Course Requirements

The course is arranged in the format of classroom lectures, historical and cultural site visits, hands-on practice, discussion sessions with local experts and academics, and debriefing sessions led by students or faculty at the end of each module.

Required reading assignments are attached for each session.

Course content and a take-home test or group/individual presentation will be scheduled at the end of each of four modules: (1) History and Religions; (2) Social Issues and Challenges; (3) Indigenous Knowledge and Practice (4) Minority Area Excursion and Indigenous Healings.

Course Schedule

Module 1: History and Religions (15 hours)

Module I provides a basic introduction to the history and religions of China and how these factors have shaped Chinese health concepts and practices in modern China. It builds the context for understanding China's transition from a traditional society to a modern nation by examining historical forces at work since the mid-19th century. The organizing themes of Daoism, Buddhism and Confucianism provide a framework for discussing various phenomena related to people's traditional and contemporary lifeways. The post-Mao reforms that undid China's communist economic system and its impact on China's healthcare system and the society will be discussed.

Session 1: Chinese Concepts of Health in Ancient Philosophy

This first session covers both Daoism and Confucianism philosophies and how they have set the foundation of Chinese health concepts and practices for thousands of years. This introduction to China's long history and philosophies provides clues to understand the shape of China's modern development and how it affects people's lives.

Part 1: Lecture on Daoism and Confucianism's influences on Chinese people's life ways.

Part 2: Viewing and discussion of film *Tuishou*.

Required Readings:

Huntington, M. (1986). *A traveler's guide to Chinese history*. New York: Henry Holt and Company.

Schell, O. (2008) China: Humiliation and the Olympics. *New York Review of Books* 55 (13).

Starr, J. B. (2001). Patterns from the Past. In *Understanding China*. New York: Hill and Wang pp 40-53.

Session 2: Buddhism in China and Its Influence on People's Lifeways

As one of the main traditions of Chinese thought or religion, this session traces Buddhism's influence in China from its historical origins to the present. Included in this discussion is the

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influence of Buddhism in shaping Chinese society and thought, as well as its influence on concepts of health.

Lecture: Buddhism in China and its influence on people's world view

Day Trip: Buddhist and Daoist temples in the Western Hills (Kunming)

Required Reading:

Chamberlayne, J. H. (1993). *China and Its Religious Inheritance*. London: Janus Publishing Company.

Session 3: Hui and Muslim People in China and Their Views on Health

This session introduces the students to the Hui people's unique minority status, classified by their religion—Muslim. It also introduces students to Hui views on health preservation and their spiritual and physical practice for health.

Lecture: Hui and Muslims in Yunnan and their health practices

Day Trip: Visit to mosque in Kunming

Required Reading:

Her-shatter, G., Emily Honig, Jonathan N. Lipman and Randall Stross. (editors) (1996) Hyphenated Chinese: Sino-Muslim Identity in Modern China, *Remapping China: Fissures in Historical Terrain* pp. 72-112. Stanford University Press.

Atwill, D. G. (2003) Blinkered Visions: Islamic Identity, Hui Ethnicity, and the Panthay Rebellion in Southwest China, 1856-1873, *The Journal of Asian Studies*, 62 (4) pp. 1079-1108.

Session 4: Christianity in China and Its Influence on People's Health Preservation

This session introduces the historical and present state of Christianity across China, with special focus on Yunnan. Exploration of this religion's strong influence on Yunnan's minority communities in terms of health preservation.

Day trip: visit Xiao Shuijing Miao (Hmong) Christian Village and Choir

Lecture: Christianity in China and in Yunnan

Required Reading:

"Christianity in China: Sons of heaven." (2008, October 2). *The Economist*, retrieved from <http://www.economist.com/node/12342509>.

Session 5: Discussion Session and Test on History and Religion Module

This student-led discussion/processing session will review the material presented in Module 1 readings, lectures, activities and exercises. Reviewing essential themes and issues that have emerged will enable students to address unresolved questions. This will allow academic staff to provide personal feedback and address student comments and queries. At the end of this session, students will be given a take-home exam to insure that they have familiarized themselves with the material, read the assigned readings and taken adequate notes during lectures. The exam will allow them to express their opinions on key questions and issues raised in this module.

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Module 2: Social Issues and Challenges (19 hours)

As China's rapid development draws worldwide attention, it is crucial to be able to grasp the social, cultural and political underpinnings of China's unique trajectory and present-day situation. This module describes the major challenges to social development in China in the context of rapid urbanization, globalization and health system reform, analyses newly-emerging social issues and policy responses, and elaborates and reflects on the future direction of health and social policy in China. Furthermore, students will be introduced to traditional Chinese art forms and related cultural/health preservation issues in order to provide a wider pool of potential topics for students' Independent Study Projects (ISP).

Session 1: China's Economic Reform and Social Changes in People's Life Styles

This session introduces China's Open Door Policy with particular attention on the significant impact of its implementation on Chinese society in the past 40 years. The issues and challenges arising from the country's rapid pace of development will be discussed. Special attention will be paid to current economic policy and people's lifeways changes.

Lecture: Development of China's economy/analysis of social and lifeways changes

Required Reading:

Li Zhang, (June 2006), Contesting Spatial Modernity in Late-Socialist China, *Current Anthropology*, 47 (3) pp. 461-484.

Session 2: China's Healthcare System and Its Reform

This session discusses China's healthcare system in both urban and rural area, and its evolution up to the present day. Challenges that arise when implementing these policies in the reform period will be covered.

Lecture: China's healthcare system and its reform

Session 3: China's HIV/AIDS Problem and Prevention, and Its Impact on Minority Communities

This session examines HIV/AIDS in China, especially the intersection of Yunnan's HIV/AIDS issues with ethnicity and minority communities. Face-to-face dialogue between HIV patients and students will be a powerful feature of this session.

Lecture: HIV/AIDS problems and impact on Yunnan's minority groups
Dialogue with HIV/AIDS patients

Required Reading:

Cohen, Jon, (2004) Changing Course to Break the HIV-Heroin Connection, *Science*, 00368075, 304 (5676) Database: *MAS Ultra - School Edition*.

Session 4: China's Food Security Issues and Community Efforts to Develop Organic Farms

This session examines China's food issues and their impacts on Chinese society and health. It will also introduce students to local community efforts to develop organic farms and advocate for green life styles.

Lecture: China's food issues and their impact on Chinese society and health
Activity: Visit a community organic farm

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Session 5: China's Environmental Issues and Their Impact on Health Preservation

This session will cover major China's environmental issues, including the post-Mao policies on resource use, China's growing demand for energy, its impact on people's health and the ways in which the Chinese state has responded to environmental challenges at the local, national, and global levels. We will assess environmental protection and sustainable development in China.

Lecture: Environmental issues and environmental protection in China

Required Readings:

China Overview. (2008). *The Economist*.

Smil, V. (2000). Development and destruction: The dimensions of China's environmental challenge. In T. B. Weston & L. M. Jensen (Eds.), *China Beyond the Headlines* pp.195-215.Oxford: Rowman & Littlefield.

Session 6: Gender Issues and Psychological Health

This session will cover major topics and issues focused on health of Chinese women. It introduces the change (and continuity) of women's identity, sexuality, marriage, and family for Chinese women throughout the 21st century, paying special attention to the impacts of economic development. The course will discuss gender divisions of labor in rural and urban China and the experience of rural-to-urban women migrants in the reform era in order to capture (at least partially) the change and continuity of Chinese women's lives under the impacts (or lack of) of development, modernization, urbanization, and globalization.

Part 1: Panel on China's gender issues with female professors from local universities

Part 2: Visit Women and Children's Hospital, Kunming

Required Readings:

Croll, E. (1994). Continuity: Sons, Successors and the Single Child, and Discontinuity: Daughters, Discrimination and Denial. In E. Croll *From Heaven to Earth: Images and Experiences of Development in China* pp. 181–212, London: Routledge.

White, T. (1994). The origins of China's birth planning policy. In C.K. Gilmartin et al. (Eds.), *Engendering China: Women, Culture and the State*. pp. 250–278, Cambridge, MA: Harvard University Press.

Session 7: Aging Society in China

This session will examine a big challenge that China is facing—aging society, caused partly by one child policy implemented over the last 36 years. There will be discussions of the consequences of an aging society and the governmental, social and community strategies to resolve the issue.

Lecture: Aging society and its impact on China

Session 8: Discussion Session and Test on Social Issues and Challenges Module

This student-led discussion/processing session will review the essential themes and issues emerging from Module 2, enabling students to address unresolved questions and provide input on the information they have received. Our academic staff will provide personal feedback to student comments and queries.

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At the end of this session students will be given a take-home exam to insure that they have familiarized themselves with the material, read the assigned readings and taken adequate notes during lectures. The exam will allow them to express their opinions on key questions and issues raised in this section.

Module 3: Indigenous Knowledge and Practice (30 Hours)

This module introduces students to the rich Chinese indigenous knowledge and practice in health preservation and care. It will present lectures, activities, hands-on practice and site visits for students to gain first-hand knowledge of the rich diversity of healthcare methods and understanding of the everyday lives and livelihood strategies of people belonging to various ethnic groups in Yunnan.

Session 1: China's Nationalities and the Value of Indigenous Knowledge Preservation

This session introduces the great anthropological project carried out in 1950's in China—the Minority Classification Project, and the official criteria for nationality classification in China. It discusses issues related to representations of ethnic minorities in China and the relationship between Han Chinese and ethnic groups. Through class discussions, students will be encouraged to think critically about concepts of nationality, race, and ethnicity in the era of the nation-state and their roles in the evolvement of the Chinese nation. This session also will discuss the significance of indigenous knowledge preserved by Han Chinese and minority people in Yunnan.

Lecture: China/Yunnan's Minority Nationalities and the Role of Indigenous Knowledge in Sustainable Development

Day Trip: Yunnan Nationalities Museum

Required Readings:

Gladney, D. C. (1994). Representing nationality in China: Refiguring majority/minority identities. *Journal of Asian Studies* 53, pp 92–123.

Mitchell, S. (2004). Ethnic groups in Yunnan: Changing people, changing minds. In S. Mitchell (Ed.) *Ethnic Minority Issues in Yunnan*. Kunming. pp 4-47. Yunnan Fine Arts Publishing House.

Sinclair, K. (1987). The two Chinas and The Han and the barbarians. In *The Forgotten Tribes of China* pp. 9–14, 27–30, London: Merton Press.

Stone-Banks, B. (2004). The *Minzu Shibie*: Equality and evolution in early CCP minority research and policy. In S. Mitchell (Ed.) *Ethnic Minority Issues in Yunnan*. Kunming. pp 48-69. Yunnan Fine Arts Publishing House.

Session 2: Chinese Traditional Arts, Cultural Practices and Natural Healings

This session offers a wider view of Chinese culture by introducing several typical Chinese art forms that are related to health preservation. Students will be guided to notice and appreciate the subtle and deep meaning of unique art and cultural practices. The efforts put into traditional art preservation work by local communities will also be introduced in order to see the continuation of traditions. Musical instrument demonstrations and daily training in Taiji exercise will be arranged along with theoretical introductions.

Part 1: Introduction to Taiji, and daily Taiji and Chinese martial arts exercise (offered throughout the semester)

Part 2: Introduction to and demonstration of Chinese Beijing Opera by local community

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Part 3: Introduction and demonstration of Chinese/minority traditional music and instruments:
Chinese Music Therapy

Part 4: Lecture and activity: Chinese medicinal foods

Required Readings:

Ho, P.Y. & Lisowski, F P. (1997). Chinese medicine: An overview of its concepts and history.
In *A Brief History of Chinese Medicine* pp 7-52, Singapore: World Scientific Publishing.

Mao, Z. (2000). Talks at the Yan 'an Conference on Literature and Art. In *The Chinese: Adopting the Past/Facing the Future*. pp. 625-630, Ann Arbor: Center for Chinese Studies, University of Michigan.

Starr, J. B. (2001). Artistic freedom and China's contemporary culture, In *Understanding China* pp. 235-252, "New York: Hill and Wang.

Session 3: TCM Theory and Practice

This session builds the context for understanding the fundamental philosophical base of the 2000 year old theory and history of Traditional Chinese Medicine (TCM). The organizing themes of Daoism and Yin-Yang/Five Elements theories will provide a framework for discussing body structure, causes and diagnosis of diseases, and Chinese herbal remedies. This module provides a basic introduction to the history and theory of the holistic Traditional Chinese Medicine system, and a lens to learn about Chinese culture, history and the social changes in Chinese healthcare.

Part 1: Causes of Diseases and Diagnosis of TCM and Chinese Herbal Medicine

Lecture: Causes of disease and Chinese diagnostic techniques and Chinese Herbal Medicine

Activity: Visit to a Traditional Chinese Medicine Hospital and pharmacy

Introduction to Chinese herbal medicine and activity of Chinese medicinal tea making

Day Trip: Visit a TCM Clinic and observe doctors' diagnosis demonstration

Required Reading:

Kaptchuk, Ted J. *The Web That Has No Weaver: Understanding Chinese Medicine*. New York: McGraw-Hill. 2000.

Beinfeld, Harriet and Efrem Korngold. *Between Heaven and Earth: A Guide to Chinese Medicine*. New York: Ballantine. 1992.

Wang Lufen, Li Zhaoguo (trans). *Diagnostics of Traditional Chinese Medicine*. Publishing House of Shanghai University of Traditional Chinese Medicine. 2004.

Part 2: TCM Tuina Massage

Lecture: Introduction to *tuina* therapeutic massage and manipulation for common diseases

Practice: Guided Manipulation Practice with TCM doctors

Activity: Experience foot massage

Required Reading:

Jin Hongzhu, Yang Hongying (trans). *Chinese Tuina (Massage)*. Publishing House of Shanghai University of Traditional Chinese Medicine. 2004.

Part 3: Acupuncture, Moxibustion and Cupping

Lecture: Acupuncture, moxibustion and cupping

Practice: Guided acupuncture, moxibustion and cupping practice with TCM doctors

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Required Reading:

Zhao Jingsheng, Li Zhaoguo and Chen Renying (trans). *Chinese Acupuncture and Moxibustion*. Publishing House of Shanghai University of Traditional Chinese Medicine. 2004.

Session 4: Discussion on Indigenous Knowledge and Practice

This student-led discussion/processing session will review material presented in the readings, lectures, activities and exercises during this module. Reviewing the essential themes and issues that have emerged, will enable students to address unresolved questions and provide input on the information they had received. This will allow our academic staff to provide personal feedback and to respond to comments and queries.

At the end of this session students will be required to demonstrate a TCM treatment method so as to insure that they have familiarized themselves with the material, the skills learned, read the assigned readings and taken adequate notes during lectures. The demonstration will also allow them to express their opinions on key questions and issues raised in this module.

Module 4: Minority Area Excursion and Indigenous Healings (31 hours)

This module will offer students an opportunity to explore diverse cultures through field-trip immersion experiences. The field-trip learning will serve as a micro-cultural immersion experience for the purpose of helping students to understand different worldviews and systems of knowledge that do not correspond to a scientific model. This approach is designed to allow each student the maximum opportunity to explore, experience and appreciate cultural diversity in ways of thinking about health.

An educational study tour to Yunnan's minority areas is the essential component of this module. This is a 2- to 3-week excursion, featuring rural homestays. Students engage in a Community Study Project and develop a presentation on their experiences. Through the excursion, students will experience and better understand the forces of tradition and assimilation at work among Yunnan's many ethnic groups and indigenous medical systems, as well as the contrasts in medical care between China's urban and rural areas. This module includes specific lectures and activities that will take place during the student field excursion to the minority areas of Dali, Lijiang and Zhongdian (Shangri-La).

Session 1: Weishan-Daoist Views and Practice on Health Preservation

This session will take students to the Wenshan Yi and Hui minority area and Weibaoshan Daoist Mountain. The Yi are the biggest ethnic group in Yunnan and Weibaoshan is one of the 14 famous Daoist Mountains in China. The Chinese Daoists' life style as well as their health preservation practice will be the major focus of this session.

Lecture: Weishan history and Yi culture

Field Visit: Weishan ancient city

Lecture: Daoist views on health preservation

Demonstration: Daoist Taiji, Qigong and Music

Activity: Visit Daoist Mountain and Temples

Required Reading:

Gan X. (2000). The Yi People in Yunnan. In *The Yunnan ethnic groups and their cultures* pp. 76-96, Kunming, Yunnan People's Publishing House.

Session 2: Dali-Bai Herbal Medicine and Rural Healthcare Facilities

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This session takes students to Dali Bai Prefecture, where students will learn about Bai minority herbal medicine and the rural area healthcare system through lectures, a visit to a local clinic and living with Bai minority homestay families. The powerful Nanzhao Kingdom and the indigenous religion and the historical Tea and Horse Caravan Route provide rich resources for students' comparison between China's urban and rural areas. Students will also participate in hands-on activities such as the traditional tie-dye producing.

Activity: Traditional tie-dye products workshop

Activity: Visit Dali ancient city

Lecture: Introduction to Shaxi rehabilitation project

Field Visit: Tea and Horse Caravan route museum (Shaxi)

Field Visit: Shilong Bai village and Bai music and dance (Shibaoshan)

Activity: Visit Buddhist mountain and Shaxi ancient town

Lecture: Bai herbal medicine

Lecture: Rural area healthcare

Activity: Visit rural clinic

Required Reading:

Foreign Affairs Office of Yunnan. Dali Bai Autonomous Prefecture, City of Lijiang, Diqing Tibetan (Zang) Autonomous Prefecture. Retrieved from www.fao.gov.cn/Enshow2.aspx?id=164, 9/26/2007.

Session 3: Lijiang- Naxi Dongba Shamanic Healing Traditions

This session will bring students to the Lijiang World Heritage Site to witness the great impact that rapid developing mass tourism has had on Lijiang's development and cultural preservation and the Naxi Dongba Shamanic healing tradition.

Lecture: Lijiang's development and preservation

Lecture: Naxi Dongba culture

Lecture: A Naxi musician's past and present

Activity: Naxi shaman healing ceremony

Activity: Naxi ancient music concert

Activity: Visit Lijiang World Heritage Site

Required Readings:

Lu, Y. & Mitchell, S. (2001). Land of the Walking Marriage. *Natural History* 109 (9), pp 58-64.

Mckhann, C. F. (2001). Mass Tourism and Cultural Identity on the Sino-Tibetan Frontier:

Reflections of a Participant-observer. (Unpublished manuscript).

Chao, E. (1996). Hegemony, agency, and re-presenting the past: The invention of Dongba culture among the Naxi of southwest China. In M.J. Brown (Ed.) *Negotiating Ethnicities in China and Taiwan* pp.208-239, Berkeley: University of California Press.

Session 4: Shangri-la-Tibetan Views on Health Preservation and Tibetan Medicine

This session will introduce Tibetan culture including Tibetan Buddhism and their medical system and discuss important issues related to Tibetan culture preservation. The major learning resources are from local cultural preservation organizations, reincarnated lamas, NGO leaders and professionals on Tibetan medicine.

Lecture: Introduction to Tibetan culture and views on health preservation

Lecture: Tibetan Buddhism and health preservation

Lecture: Tibetan medicine

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Activity: Visit Tibetan village
Activity: Visit Tibetan culture preservation center
Activity: Visit Songzanlin Monastery/ audience with reincarnated lama
Activity: Visit Tibetan medicine hospital

Required Readings:

Hillman, B. (June 2003), *Paradise Under Construction: Minorities, Myths and Modernity in Northwest Yunnan, Asian Ethnicity*, 4 (2).
Dagyab, R. (1995). The nine best-known groups of symbols in Tibetan culture. In *Buddhist Symbols in Tibetan Culture*, pp 15-81, Wisdom Publications.
Goodman, J (2009). Zhongdian (Shangri-la). In *Yunnan South of the Clouds*. pp. 367-384. Hong Kong: Odyssey Books & Guides.

Session 5: Discussion and Debriefing on Minority Areas Field Excursion

This student led discussion/processing session will review material presented in the readings, lectures, activities and exercises of this module. Review of essential themes and issues that have emerged will enable students to address unresolved questions and provide input on the information they have received. This will allow our academic staff to provide personal feedback and other students to respond to comments and queries.

Evaluation and Grading Criteria

Students are expected to prepare for, attend, and participate in all lectures, discussions, practice sessions, presentations and educational excursions previously listed, while completing the required readings. They will be given examinations covering the major content of lectures and readings. In addition, students are encouraged to read newspapers and periodicals in both Chinese and English.

1. Exam on History/Religions Module
2. Exam on Social Issues/Challenges Module
3. Demonstration on Indigenous Knowledge and Practice Module
4. Discussion on Minority Areas Field Excursions Module

Evaluation of student performance for the Health and Indigenous Knowledge class is based on the following components:

Participation: 10%

Students are expected to attend all scheduled seminar activities and demonstrate engagement in lectures and excursions by active listening, note-taking and asking relevant questions.

Discussions and presentations: 30%

Students are required to participate in and occasionally facilitate weekly discussion sessions designed to synthesize readings and lectures and analyze information gathered in the context of the larger academic questions of the course. Students must prepare study questions for the discussions and show their understanding of readings by explaining key points to their peers.

Seminar Module Tests: 60%

For each of the individual thematic modules, a test or presentation/demonstration will be given. These tests combine short answer questions with longer, more detailed descriptive answers and

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will be evaluated on the basis of factual understanding, depth of critical thinking, creative and informed analysis and correct language use.

Grading Scale: The grading scale for this course is as follows:

94-100%	A
90-93%	A-
87-89%	B+
84-86%	B
80-83%	B-
77-79%	C+
74-76%	C
70-73%	C-
67-69%	D+
64-66%	D
below 64	F

Student Expectations

Expectations and Policies

Show up prepared. Be on time, have your readings completed and points in mind for discussion or clarification. Complying with these elements raises the level of class discussion for everyone.

Have assignments completed on schedule, printed, and done accordingly to the specified requirements. This will help ensure that your assignments are returned in a timely manner.

Ask questions in class. Engage the lecturer. These are often very busy professionals who are doing us an honor by coming to speak

Attendance. All students are required to attend all lectures and to participate in all bi-weekly discussion and analysis sessions. All excursions are mandatory and students must discuss absences with the Academic Director before the planned departure.

Participation. Participation is not the same as attendance. All students are expected to participate fully in all aspects of the course. This means asking pertinent questions to the course's guest lecturers, engaging in discussion and analysis during lectures, group discussions and on excursions. Students are expected to complete the required reading in a timely fashion, and to demonstrate their understanding of texts through reflection, writing, and discussion.

Please refer to the SIT Study Abroad handbook for policies on academic integrity, ethics, warning and probation, diversity and disability, sexual harassment and the academic appeals process. Also, refer to the specific information available in the Student Handbook and the Program Dossier given to you at Orientation.

Disability Services: For information about and support from Disability Services (DS) to facilitate an accessible educational experience, please contact Julia Karpicz, Assistant Director of Disability Services for SIT. She can be reached at disabilityservices@sit.edu or +1-802-258-3390. Additional information regarding SIT Disability Services can be found on the DS website at: <http://studyabroad.sit.edu/disabilityservices>.

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