

BIO/HIS-195: Global Medicinals
A Global Learning Program (GLP) Tutorial - Spring 2019

Contact Information

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Lewis Office Hours: Wednesday, 10:30-Noon, or by appointment. Using the Outlook Scheduling tool to show you how to use it. You can also email for an appointment. No appointment needed during office hours.

Sandquist Office Hours: Mon & Wed 9:30-10:30; Wed 4-5; Fri 11-12. These are times I promise to be in my office (unless otherwise informed). Outside those times, if I am in my office I am generally available to chat. I prefer to work with my door closed, but if I am in my office please feel free to knock. If my office hours align poorly with your schedule, email me for an appointment.

Course Description

What is a medicine? What does it mean to medicate? How do our beliefs about the body, health, and illness affect our assumptions about what does and does not count as a medicine? When we need a medicine, who do we trust to prescribe it, to make it? Why do we take it? This Global Learning Program (GLP) Tutorial will explore the past, present, and future of global medicines. We will examine various herbal traditions, the most cutting-edge pharmaceuticals, and the complicated relationships between them.

As human beings, as biological organisms, we are shaped, both literally and figuratively, by the stuff that enters our bodies. Beyond the basic consumption of calories as a source of energy, the molecules to which

preferred. That is not to say, however, that willow bark tea has no value. The question is: how does a person and society in general decide whether a treatment or therapy is useful and safe? What factors go into such decisions? Who decides? Who profits? The themes below and associated questions organize the intellectual exploration students will undertake in this course. A central theme throughout is understanding the origins and development of the ideas that guide current practices in various cultures.

Theme 1: Making Medicinals. An exploration of the various means of producing and processing different types of medicinals in different cultural contexts. What tools, processes, and knowledge are used to make medicinals, whether in a rural or urban setting? What is the chemical relationship between specific herbal and pharmaceutical remedies? What standards for producing medicinal agents exist, or should exist? How do medicines fit into the larger systems of the body, illness, and wellness?

Theme 2: Prescribing Medicinals. An exploration into the power structures that control access to medicinals. Who has the authority to prescribe (and profits from prescribing) a particular course of medicinal treatment? Who holds the knowledge about medicinals? What are the rules for prescribing a therapy, and who determines whether the relevant people are following the rules? Is formal training necessary to prescribe medicines and therapies; if

Proposed course schedule

Course Policies

Relative Responsibilities:

There is a strict division of labor in this class. We, the instructors, will do our best to provide information in a clear and interesting fashion and to carefully describe our goals and expectations for all work in the course. We will also be available and happy to answer any questions you have or to help clarify any misunderstandings. You, the students, are responsible for earning your grade. This means only you can attend class, participate in discussions, and complete and submit assignments on time. Please note that we can only grade you on the skill you demonstrate through your work. Generate thoughtful and complete work products. Understand that marginally related fluff makes it difficult to assess your true understanding of the material/concepts. In other words, satisfactory work not only contains relevant and useful information but is devoid of irrelevant information. Similarly, strive to make relevant and cogent contributions to discussions. An essential part of your job as a student in this class is to attend all class meetings and engage with your classmates and your professors.

Group Work:

Knowledge creation is often a collaborative process. It is our hope that you will discuss your readings and assignments with each other. However, all graded work is required to be the unique product of the individual turning it in unless otherwise specified. If you are not sure about whether group work is allowed on a particular assignment, ask. When group work is allowed and you turn something in for grading, list the names of all those involved.

Attendance Policy:

As mentioned above, attendance is essential for your success in this course. Thus, we expect you to be at every class session. However, verifiably necessary absences will be accepted and the terms for making up missed material will occur on a case-by-case basis. Any graded in-class work missed without a verified absence will be graded as 0 points.

If you know of a scheduled absence (i.e. athletic trip, religious observance, etc.) please notify the professors as soon as possible and before the absence, or it will be an unexcused absence. If you plan to observe holy days that coincide with class meetings or assignment due dates, please consult with the professors in the first three weeks of classes so that we may reach a mutual understanding of how you can meet the terms of your religious observance and also the requirements for this course.

Late Policy:

Assignments turned in after the deadline will be immediately penalized 5% (half a letter grade), with prolonged tardiness resulting in further reductions. Computer problems are not a legitimate excuse for late work. As we intend to provide timely feedback so that you can learn from your work, we cannot allow extensions on assignments. Extensions will only cause work to pile up, creating a bigger hole for yourself in the future. That being said, we understand life can be complicated. As such, each student will be allowed one extension per semester, no questions asked - use it wisely!

will have their course grade penalized at the discretion of the instructors. If you are asked to modify your behavior, please do so. As members of this community, you all are responsible for informing us if at any point if a classmate's behavior is disruptive to the class. This is not asking you to police one another, but to take responsibility for defending your right to a safe and respectful learning environment. We will all work with the same respect and courtesy we would like to receive.

Academic Honesty:

As learning the policies and practices that govern honesty and integrity in academic work is a major goal of this course, we will discuss this subject at length in class. Stated briefly here:

The College presumes that your work for any course is your own contribution to that scholarly conversation, and it expects you to take responsibility for that contribution...

Students who are found responsible for committing dishonest acts, whether intentionally or through carelessness, will face outcomes usually including a lower assignment grade, lower course grade, ineligibility to graduate with honors, failure in a course, probation, suspension, or dismissal from the College.

More information on this subject can be found in Academic Policies and Procedures, under the link for [Honesty in Academic Work](#).

Accessibility:

If formal accommodations need to be made to meet your specific learning or physical abilities, please contact us soon as possible to discuss appropriate accommodations. You will also need to contact the Coordinator for Disability Resources, John Hirschman [hirschma], located on the 3rd floor of the Rosenfield Center (x3702) to provide documentation of your disability and have a conversation about your needs. You may also contact the disability office at access@grinnell.edu with questions. We will all work together to ensure that this class is as accessible and inclusive as possible.

Meditations:

Also, when emailini "wul*qt"cp{ "r gt uqp+"k'ku"j gr hwi'q"wuq"cf guetkr vkg'uwdlgev'vkg0Hqt "gzco r rg."öI NR" j qo gy qtnüwdo kuukpö"qt"uqo gj kpi "ikng'vj cv'ko o gf kcvgnf "kpf kcvgu'y j cv'ku'kp'vj g'o guuci g0""

Initial reflection essay

This initial essay will help us understand your views on the topic and gauge your writing skills coming into course. There are two parts to this assignment. First, in 300-400 words write about your current views on complementary and alternative medicines (CAMs), whatever that means to you. Some examples are herbals and acupuncture. What do you think about them personally? Do you have personal experience with CAM? How do think our society views CAM in general? What about the established medical society? Please don't do any research on the topic. Simply explain your view clearly. Second, briefly describe your thoughts on global learning. What are the benefits/challenges of global learning? What does global learning even mean? Please post your essay on P-web (details here) before class on Wednesday, January 23rd0"Wug'vj g'cuuki po gpv'ci "tghrgevkpö'q'pco g"{qwt'krg0Hqt'o qtg'qp"cuuki po gpv'ci u'cpf 'i gpgten' i wk grkpgu'epegtplpi "{qwt'y tkkpi "cuuki po gpv'ugg'vj g'öCuuki po gpv'i wk grkpguö"ugevkp'qh'vj g'u{"mcdwu0

Participation

This is not a lecture course. Students are expected to come to class having completed the assigned readings, thought about their content, and formulated ideas and questions for class discussion. Participation is not the same as attendance, and it is not assessed according to a strict formula. By the end of the semester, we will know whether or not you are someone who has made regular and thoughtful contributions to the classroom discussion of readings and other material. How do you as a student ensure that you get a high mark for this portion of your grade? First, you attend class regularly. You cannot participate if you are not here. Second, you complete the assigned readings and spend time thinking about them before class. Finally, you answer the questions we pose to the class, ask questions of us and your classmates based on the readings and lecture content, uj ctg"{qwt'vj qwi j w'cdqw'vj g'o cvgtkn'cpf "tgur qpf "q"{qwt'encuo cvguø'eqo o gpw'cdqw'vj g' material. Occasionally students will be asked to gather items or complete short assignments that will be factored as part of the discussion grade.

Proposed Course Schedule

Notice: This is a proposed and approximated course schedule for major discussion topics and activities. Changes to the schedule may occur, although every attempt will be made to avoid changes to major assignment due dates. You will be informed of any significant changes ASAP. More accurate reading and cuuki po gpv'pqvkegu'y kn'dg'i kxgp'xlc"öY ggmf "Rt gxkgy uö'r quvgf "qp'R-web.

Date: Major activities & assignments:

Week 1

Mon, 1/21 No class. MLK Jr. Day observation.

Wed, 1/23 **Topics:** Syllabus review. What is global learning? What is medicine?

Readings:

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2) Ncpf qth("F quej gt."öY j {"I NqdcnNgctplpi "ku'Hqwpf cvkqpcn'vq"J ki j gt'Gf wecvkqö

Assignments: kpkkn'tghrgevkp"guuc{"f wg"* s n'tgh krg 't O g'o *u0

Readings: Terasawa lecture, part 2 -

Wed, 5/8 **Topics:** Wrapping Up & Packing Up
 Readings: TBD
 Assignments: Written travel packing plan.

Finals week from 5/13-5/17

England trip from 5/18-5/26