

ORIGINATOR'S SECTION:

1. College: CHABSS CoBA CoEHHS CSM
 Desired Term and Year of Implementation (e.g., Fall 2008):
 Fall 2017 or Spring 2018

2. Course is to be considered for G.E.? (If yes, also fill out appropriate GE form*) Yes No

3. Course will be a variable-topics (generic) course? Yes No
 ("generic" is a placeholder for topics)

4. Course abbreviation and Number:* **ANTH 471**

5. Title: (Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.)
Plant Medicines and People

6. Abbreviated Title for PeopleSoft:
 (no more than 25 characters, including spaces)
 Plant Medicines

7. Number of Units: 3

8. Catalog Description: (Not to exceed 80 words; language should conform to catalog copy. Please consult the catalog for models of style and format; include all necessary information regarding consent for enrollment, pre- and/or corequisites, repeated enrollment, crosslisting, as detailed below. Such information does not count toward the 80-word limit.)

Examines the cross-cultural production of plant medicines used in the treatment of human ailments ranging from chronic illness to acute conditions. Includes the study of plants in the CSUSM Community Ethnobotany Garden, as well as regionally and globally, in conjunction with ethnographic and literature research. Also includes applied laboratory work to develop plant-based remedies. PREREQUISITE: ANTH 200 or ANTH 215

9. Why is this course being proposed?

ANTH 471 provides Anth majors with more options for the upper-division field research requirement for both concentrations of the major. The department's focus on medical anthropology and ethnobotany necessitates an upper division course concentrating on the uses of plants in medicine and health care. The Anthropology laboratory possesses the necessary equipment, such as microscopes, mortar and pestles, scales, and other equipment, and the CSUSM Community Ethnobotany Garden, run by the Anthropology Department, will be an integral component of the course, providing raw materials as well as space to cultivate new plants.

10. Mode of Instruction*

For definitions of the Course Classification Numbers:
http://www.csusm.edu/academic_programs/curriculum/schedule/catalog/curricular/DOCUMENTS/Curricular_Forms_Table/Instructional%20Mode%20Conventions.pdf

Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)
Lecture	2	C-02
Activity		
Lab	1	C-13

11. Grading Method:*

Normal (N) (Allows Letter Grade +/-, and Credit/No Credit)
 Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress)

* If Originator is uncertain of this entry, please consult with Program/Department Director/Chair



Credit/No Credit Only (C)
 Credit/No Credit or Report-in-Progress Only (CP)

12. If the (NP) or (CP) grading system was selected, please explain the need for this grade option.

13. Course Requires Consent for Enrollment? Yes No
 Faculty Credential Analyst Dean Program/Department - Director/Chair

14. Course Can be Taken for Credit More than Once? Yes No
 If yes, how many times? 2 (including first offering)

15. Is Course Crosslisted: Yes No
 If yes, indicate which course _____ and check "yes" in item #22 below.

16. Prerequisite(s): Yes No ANTH 200 or ANTH 215

17. Corequisite(s): Yes No

18. Documentation attached:
 Syllabus Detailed Course Outline

19. If this course has been offered as a topic, please enter topic abbreviation, number, and suffix:*

20. How often will this course be offered once established?* yearly

PROGRAM DIRECTOR/CHAIR - COLLEGE CURRICULUM COMMITTEE SECTION:
(Mandatory information – all items in this section must be completed.)

21. Does this course fulfill a requirement for any major (i.e., core course or elective for a major, majors in other departments, minors in other departments)? Yes No
 If yes, please specify:

22. Does this course impact other discipline(s)? (If there is any uncertainty as to whether a particular discipline is affected, check "yes" and obtain signature.) Yes No
 If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.

Discipline _____	Signature _____	Date _____	Support _____	Oppose _____
Discipline _____	Signature _____	Date _____	Support _____	Oppose _____

SIGNATURES : (COLLEGE LEVEL) :

1. Bonnie Bade 4-12-17
 Originator (please print or type name) Date

2. Monica V. [Signature] 4-12-17
 Program Director/Chair Date

3. [Signature] 4/26/17
 College Curriculum Committee Date

4. [Signature] 4/26/17
 College Dean (or Designee) Date

(UNIVERSITY LEVEL)

5. _____ Date
 UCC Committee Chair

6. _____ Date
 Vice President for Academic Affairs (or Designee)

7. _____ Date
 President (or Designee)

* If Originator is uncertain of this entry, please consult with Program/Department Director/Chair.

Detailed Course Outline

Anth 471 Plant Medicines and People

Bonnie Bade

Course examines cross culturally the production of plant medicines used in the treatment of human ailments ranging from chronic illness to acute conditions. Students will conduct ethnographic and literature research, investigate the global uses of plants in medicine, study plants in the CSUSM Community Ethnobotany Garden and local region, work in the laboratory to develop plant-based remedies, including teas, tonics, tinctures, lotions, creams, balms, and other applications, and produce reports and other research products related to their investigations.

Student Learning Outcomes:

- Identify the fundamental plant families involved in plant medicines
- Recognize the global impact of the uses of plant medicines
- Learn herbal medicine fundamentals including herb theory, active principles in medicinal plants, herbal therapy methods, and diversity of application
- Understand fundamental differences between and actions of medical herbal preparations, including teas, infusions, decoctions, cold water infusions and herbal extracts
- Distinguish principles behind allopathic, homeopathic, and naturopathic modes of health care
- Be able to make simple plant medicines including infusions and extracts and know their appropriate applications
- Be able to analyze both ethnographic and literature data and write into a 10-page product complete with academic bibliography.

Course Schedule:

Week 1—Introduction to Botanical Medicine

A global and historical overview of the uses of plants in medical treatments.

Week 2—Herbal Fundamentals

Plant family characteristics, active components of plants in medicine, types of therapies in plant medicines

Week 3—Active Principles in Medicinal Plants

Plant components, such as alkaloids, glycosides, saponins, tannins, bitters, and essential oils and how these affect the body and influence bodily function

Week 4—Ethnobotany and Medicine

History of ethnobotany, ethnobotanical research principles and practices, case study examinations of how plants are used in medicine—indigenous Mexican medicinal plants, Traditional Chinese medicinal plants, Ayurveda and medicinal plants, guest lectures from local plant medicine specialists

Week 5—Medicinal Plants in the Field

Identification of local common medicinal plants, parts of plants used in medicines, how and when to harvest five common plant medicines and how to prepare simple plant medicines in the field

Week 6—Herb Theory

Healing, rejuvenation, and regeneration properties of plants and how these attributes are recognized or not recognized by Ayurveda, Traditional Chinese Medicine, and Clinical Medicine.

Week 7—Herbal Preparations I

Learning in the laboratory the principal herbal medicine preparations including teas, infusions, decoctions, and cold water infusions.

Week 8—Herbal Preparations II

Learning in the laboratory to make herbal extracts using the three bases of alcohol, vinegar, and glycerine.

Week 9—Uses of Herbal Oils

Understanding the effective differences between salves, balms, and emulsions and how to make them. Examples from various cultural groups to be used as case studies.

Week 10—External Herbal Medicines

How and when to use and make medicinal plant-based poultices, plasters, compresses, soaks, and washes. Examples from various cultural groups to be used as case studies.

Week 11—Medicinal Plant Therapies I

Learning the functions of the body as manipulated or influenced by plant medicines, focus on stimulation, tranquilization, blood purification and the theories behind these healing modalities.

Week 12—Medicinal Plant Therapies II

Learning the functions of the body as manipulated or influenced by plant medicines, focus on tonification, diuretics, diaphoretics, purgation and emetics and the theories behind these healing modalities.

Week 13—Herbal Formulas

Learning to combine the properties of medicinal plants to achieve multiple effects on organ and body function and learning which administration methods are most appropriate in specific ailment cases.

Week 14—Making Plant Medicine I

Using the context of previous weeks, students will choose a specific plant from which to make three different plant medicine types. Students will conduct literature research on the chosen plant, write a report on its properties, history,

and medicinal uses, including its ethnobotany, and make one of three plant medicines using the plant.

Week 15—Making Plant Medicine II

Using the context of previous weeks, students will choose a specific plant from which to make three different plant medicine types. Students will conduct literature research on the chosen plant, write a report on its properties, history, and medicinal uses, including its ethnobotany, discuss the effectiveness of each medicine type as it relates to specific ailments, and make the second of three plant medicines using the plant.

Week 16—Making Herbal Medicine III

Using the context of previous weeks, students will choose a specific plant from which to make three different plant medicine types. Students will conduct literature research on the chosen plant, write a report on its properties, history, and medicinal uses, including its ethnobotany, discuss the effectiveness of each medicine type as it relates to specific ailments, and make the third of three plant medicines using the plant.

All three plant medicines are due for the final exam.

Course texts:

Course evaluation:

EVALUATION

Student presence at every class meeting is vital to success in the class. Here is what you'll be doing:

1. Plant Collection and Archive—We will build a plant medicine archive and collection throughout the course. In addition to physical specimens properly pressed and stored, you will make complete entries to the database supported by literature research, laboratory work, and the medicinal plants you have chosen to study. [25%]
2. Field Notebook--Many class meetings will be in the CSUSM Community Ethnobotany garden, with guest lecturers, or out in the field with a community partner. In addition students will be researching in depth the qualities and properties of medicinal plants, how they are prepared, how they are harvested, and their uses. You must document everything you think, do, read and hear concerning class material, i.e. anything related to plant medicine, plants, medicine preparations, illness and illness treatment, etc. in your field notebook. [25%]
3. Blog—Establish a blog page on which you analyze your field research, scientific literature research, ethnographic research and scientific research to form hypotheses about human behavior associated with plant

medicines. The blog is multimedia, so utilize all sources—visual, auditory, archival and ethnographic to present your theories and evidence. This counts as ½ of the CSUSM writing requirement of 10 pages.

4. Book—you will work with a partner to write and publish three copies of a book using blurb.com. In the book you will analyze and organize the new data you have gathered over the semester—from the five plants/illnesses/medicinal concepts you thoroughly examined in the data base, to the planting and medicine making sessions in the garden. You can include photos you or colleagues have taken and put in our webCT page, or from the class archive, to enhance your book and make it more compelling. Topics that you may put in the book include: Ethnography (the whole class is a collaborative process that involves actors, agreements and all kinds of interesting influences), Ethnobotany (how it might be done, what it is, why it might be important, how this research is unique, etc) Plants (everything from their names, uses and qualities, to their cultural identities, roles, and history), Recipes (the plant medicines and how they are made and administered), and Illnesses (what ailments can be treated by the medicines we have made?). Two hard copies due May 3, which means sent to blurb.com by April 20, constitute 50% of your grade. This assignment counts as ½ of the CSUSM writing requirement.

Academic Honesty: Each student shall maintain academic honesty in the conduct of his or her studies and other learning activities at CSUSM. The integrity of this academic institution, and quality of the education provided in its degree programs, are based on the principle of academic honesty. The maintenance of academic honesty and quality education is the responsibility of each student within this university and the California State University System. Cheating and plagiarism in connection with an academic program at a campus is listed in Section 41301, Title 5, California Code of Regulations, as an offense for which a student may be expelled, suspended, put on probation, or given a less severe disciplinary sanction. See page 77 of the 2012-2013 General Catalog or http://www.csusm.edu/academic_programs/catalog/ for more information on the Academic Honesty Policy.
