



Medical Anthropology

Professor Allan Burns

CULANTH 424K Cross-listed as GLHLTH
321K

DKU GLS Spring Semester, 2018,
Session 1

February 28-April 21, 2018

Dates / contact hours:

Academic Credit: 1 unit

Areas of Knowledge:



- *SS (Social Sciences)*: This is a social science course, and as such focuses on theories, methods, concepts, and ways that social science helps solve medical issues in local and global settings.

- *Cross-Cultural Inquiry (CCI)*. This Mode of Inquiry provides an academic engagement with the dynamics and interactions of culture(s) in a comparative or analytic perspective.

It involves a scholarly, comparative, and integrative study of political, economic, aesthetic, social and cultural differences. It seeks to provide students with the tools to identify culture and cultural difference across time or place, between or within national boundaries. Medical anthropology is ideally suited to learning the structure of cross-cultural inquiry as it is based on comparing cultural strategies in health across different societies and countries.

- *Ethical Inquiry (EI)*. Undergraduate education is a formative period for engaging in critical analysis of ethical questions arising in human life. Students need to be able to assess critically the consequences of actions, both individual and social, and to sharpen their understanding of the ethical and political implications of public and personal decision-making. Thus, they need to develop and apply skills in ethical reasoning and to gain an understanding of a variety of ways in which, across time and place, ethical issues and values frame and shape human conduct and ways of life. Medical anthropology rests on the core value of medicine (“Do no harm”) and the ethical principles of social science (privacy, confidentiality, openness, and honesty in research).

- Science, Technology, and Society (STS). Advances in science and technology have wrought profound changes in the structure of society in the modern era. They have fundamentally changed the world, both its philosophical foundations, as in the Copernican or Darwinian revolutions, and in its practical everyday experience, as in the rise of the automobile and television. Medical Anthropology is a biological, social, and cultural science, linking these areas through theory and practice.

Course format: Lecture, problem solving, field trips, and class discussions

Instructor's Information



Allan F. Burns, Ph.D.

Adjunct Professor of Anthropology, Duke Kunshan University,
Professor Emeritus, University of Florida.

Allan Burns is an applied anthropologist who has carried out research on indigenous health and healing in Mayan communities of Central America, among American Indian tribes, and Pacific Islanders. He has collaborated with medical researchers on health disparity research among glaucoma patients, stroke patients, and smoking initiation, and immigrant maternal and child health. He has served on technical committees of the Pan American Health Organization on indigenous people and infectious diseases, as a consultant to several Latin American Universities on reform towards intercultural university medical education, and created an office of Global Health to coordinate student health trips. He has led international experiences for students of anthropology, medicine, dentistry, public health, and pharmacy.

Office: Academic Building

Office Hours: by appointment (allan.burns@dukekunshan.edu.cn)

Prerequisite(s), if applicable: None. Recommended: At least one Social Science course

Course Description

Cross cultural experiences and understanding of health and illness, the body and non-biological aspects of medicine. Culture-specific sickness (like envidia, running amok, attention deficit disorder). Class, race, and gender inflected experiences of health. Various societies' organization of health care specialists, including biomedical doctors, voodoo priestesses, and shamans.

Course Goals / Objectives

Students will learn the ways in which anthropology, especially cultural anthropology and biological anthropology, have improved health, medical systems, and well-being in societies around the world.

Learning objectives:

1. Learn how anthropologists and other social scientists have studied indigenous, folk, and cross cultural health beliefs, practices, and outcomes
2. Apply medical anthropology methods for understanding health beliefs and behaviors, categories and treatments of diseases through interviews and linguistic analysis.
3. Be able to analyze international health systems (donors, non-governmental agencies, supra-national governmental organizations and how they impact local health.
4. Carry out comparative health and illness analysis through a cultural and ethnographic perspective.
5. Analyze how people cope with health and illness events within rapid social change such as migration, conflict, and natural disasters.
6. Be able to apply medical anthropology perspectives to programs designed to improve health. This includes skills in planning, policy communication, community involvement, and evaluation.



Required Text(s)/Resources

Required Texts:

Mei Zhan. *Other-Worldly: Making Chinese Medicine Through Transnational Frames*. Duke University Press, 2009. (paperback) (Available through Kindle edition through Duke Libraries)

Course Readings available for download via Duke Library or on Sakai.

1. Kilty, Sharon, "Telling the Illness Story."
<http://www.aissg.org/articles/TELLING.HTM>
2. Kleinman, Arther and Peter Benson, Anthropology in the Clinic: The Problem of Cultural Competency and How to Fix It, PLOS Medicine, October 2006.
<http://www.plosmedicine.org/article/fetchObject.action?uri=info:doi/10.1371/journal.pmed.0030294&representation=PDF>
[*or access via DKULibrary](#)
3. Farmer, Paul, Interview with Paul Farmer by Ashley Mooney and Julian Spector, Duke Chronicle, 12/6/2011
<http://www.dukechronicle.com/articles/2011/12/06/q-paul-farmer>
4. Price, Laurie, "Ecuadorian Illness Stories" (PDF on Sakai)
5. Video: Paul Farmer: How Medical Anthropology Changed my Life.
http://www.dailymotion.com/video/xgh1m4_dr-paul-farmer-how-medical-anthropology-changed-my-life_news
6. Burns, Allan, and others, Sociolinguistics and Aphasia, Journal of Linguistic Anthropology Volume 1, Issue 2, pages 165–177, December 1991
<http://onlinelibrary.wiley.com/doi/10.1525/jlin.1991.1.2.165/pdf>
7. Farmer: The Anthropology of Structural Violence. Current Anthropology, Volume 45, Number 3, June 2004 Read especially pp. 305-308 and 311-317.
http://www3.nd.edu/~cmick/povertystudies/farmer_anthropology_of_structural_violence.pdf
8. Young, David, The Persistence of Traditional Medicine in the Modern World. CSQ Issue: 12.1 (Spring 1988) Health and Healing
<https://www.culturalsurvival.org/publications/cultural-survival-quarterly/canada/persistence-traditional-medicine-modern-world>
[*or access via DKULibrary](#)
9. Huber, Brad and Robert Anderson. Bonesetters and Curers in a Mexican Community: Conceptual Models, Status and Gender. Medical Anthropology Quarterly Vol. 17, pp. 22-36, 1996.

<http://huberb.people.cofc.edu/www/Selected%20Publications/Huber%20Anderson%201996%20Bonesetters%20Curers.pdf>

10. McCullough, John M., Human Ecology, Heat Adaptation, and Belief Systems: The Hot-Cold Syndrome of Yucatan, *Southwestern Journal of Anthropology*, 29(1) Spring 1973 (pp. 32-36). <http://www.jstor.org/stable/3629623>
11. Chary, Anita, Anne Kraemer, Brent Henderson, and Peter Rohloff, The changing role of indigenous lay midwives in Guatemala: New frameworks for analysis. *Midwifery* 2013 Aug 12;29(8):852-8. Epub 2013 Feb 12. https://anthropology.artsci.wustl.edu/files/anthropology/imce/midwife_paper.pdf
12. Society for Applied Anthropology code of ethics: <http://www.sfaa.net/about/ethics/>
13. Quinlan, Marsha B, Ethnomedicine and ethnobotany of fright, a Caribbean culture-bound psychiatric syndrome, *J Ethnobiol Ethnomed*. 2010; 6: 9 <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3583188/>
14. Henderson, J.N and K. Adour, "Comanche Facial Paralysis: A Biocultural Perspective." PDF available on Sakai.
15. Hewletts, Ebola, Culture and Politics: The Anthropology of an Emerging Disease
 1. Images and First Contact.
 2. Outbreak Ethnography: The Anthropologist's Toolkit.PDF available on Sakai site
16. Hesketh, Therese and others, Health Status and Access to Health Care of Migrant Workers in China, <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2239328/>
17. Rodney, Nicole C., and Connie J. Mulligan A biocultural study of the effects of maternal stress on mother and newborn health in the Democratic Republic of Congo. *American Journal of Physical Anthropology*. Article first published online: 11 JUL 2014. <http://onlinelibrary.wiley.com/doi/10.1002/ajpa.22568/full>

Requirements and assignments

Assignment points and descriptions. This class has many assignments, but most are easily completed and do not require extensive writing. Several are done as group projects. Be sure to upload your assignments to Sakai when they are due. Late assignments will be accepted only after discussion with me. Points will be deducted from late assignments if the reason for the delay is not sufficient.

Check your work, whether a power-point or written assignment for proper citations and quotations. Plagiarism, or copying material without proper citation, will result in a penalty, up to and including zero points for an assignment.

Assignments:	POINTS
Week 2. Health and illness narratives. <i>Due Friday, March 9, 10PM</i>	5
Week 2. Health Stories analysis <i>Due Wednesday, March 7,, 8pm.</i>	15
Week 3. Review and commentary on Zhan book, Part 1, (Group assignment) March 7	10
Week 4. Review and commentary on Zhan book, Part 2. (Group assignment) March 12	10
Week 2. Reports on visit to Traditional Chinese Medicine Hospital (March 20)	15
Week 3. Two minute videos on conflicting ethics in global health (April 3, 10pm)	15
Week 3. Review and commentary on Zhan, Part 3. (Group Assignment) March 19	10
Week 4. Topic for final project due March 21, 10pm.	5
Week 4. Midterm March 19 (on-line on Sakai)	25
Week 5. Outline of final project March 25, 10pm	8
Week 7. Student Presentations on class projects	10
Week 8, Final posters due and presented in Atrium, April 18.	20
Final Exam on Sakai. April 20	20
Total Points	168

Assessment Information / Grading Procedures

Grading Procedures: Grades will be posted every two weeks to SAKAI so you may track your progress.

The grading system for this course will be the standard scale below:

Percent Score Grade

98-100	A+
93-97.9	A
90-92.9	A-
88-89.9	B+
83-87.9	B
80-82.9	B-
78-79.9	C+
73-77.9	C
70-72.9	C-
68-69.9	D+
63-67.9	D
60-62.9	D-
<60	F

Week 1. Health Narratives: (5 points – names and general topic turned in to Sakai) Many medical anthropologists have studied the names of diseases in different languages. Others have studied how health systems function to support one group of people over another. Still others try to understand how poverty makes people susceptible to some diseases and not others. Bio-cultural anthropologists look at how things like agriculture, occupations, and even evolutionary history of humans and other animals influence health and illness. Researchers can learn about people's values, attitudes towards health, and how health and illness are managed through the stories people tell.

For this assignment you will record two stories about being sick from another person in this class. One story will be how someone your classmate knew became sick.

After you have recorded these two stories, they your classmate will ask you to tell two stories as well: one about someone you know who became ill and another about an experience that you had when you were sick.

Be sure to record the stories, either by audio or even video. Transcribe the two stories that you collected and show them to your classmate to be sure that your transcription is accurate.

Upload the two stories you recorded and transcribed to Sakai as the first assignment.

Week 2. Health Stories: (15 points – paper turned in to Sakai and discussed in class)

Two person teams. Each of you will share both stories and then discuss together the themes:

- a. Type of illness (what it is called in your language, how it relates to medical terms for diseases and illnesses)
- b. How it was diagnosed (personal, family, professional diagnosis)

- c. Social network used in treatment (family, professionals, friends...)
- d. Values associated with different people in the story (did they act in a “good” way or not)

Write a paper of up to 8 pages (double spaced) together, discussing each of the stories with a section that includes each of these four areas. Write a conclusion that answers the question, how does medical anthropology help understand this health story?

Week 2 (visit)- Week 3(report), Field Report, TCM hospital: (15 points – group presentation to class and turned in to Sakai as powerpoint and presented in week 3)

The first fieldtrip is to the TCM hospital here in Kunshan

Each group will discuss a different aspect of the TCM hospital, comparing what we learned with the descriptions in the Zhang book. You can also use experiences that other members of the class, family members, and others have had with Traditional Chinese Medicine to add to what we learned during the visit and the Zhang book. If you take any photos during the visit, please ask permission of anyone in the photos first.

In your class presentation, you will need to include

- the names of everyone in your group
- The names of the doctors or others you met

Your presentation should include the following topics. Specific topics for each group will be discussed in class.

1. Current policy in China regarding Traditional Chinese Medicine and health care
2. Gender and changes in gender emphasis within Traditional Chinese Medicine
3. Official or registered TCM and informal TCM as practiced in China
4. Attitudes towards TCM doctors by patients and their families
5. Treatment of “modern day” illnesses through TCM and other means
6. TCM in other countries or among other people (for example, among athletes at the Olympic Games)

Week 2. Review and Commentaries (10 points for each group) Each group of students will present a group discussion of some of the readings for this class. Each student in the group will present one of the following 5 points to the rest of the class.

- Main point of chapter of book
- How it relates to what is discussed in the course
- How you can use it in global health

- Question One for class engagement
- Question Two for class engagement

Week 3. Two Minute Videos (Moments of Anthropology) on ethical conflicts in global health: (15 points). Each team in the class will produce a two minute video about ethical dilemmas found in global health research or practice. The videos should be interesting, creative, and even use humor as appropriate. The videos will be produced on your cell phones or computers, using available editing software. We will discuss topics during class. Videos will be uploaded to Sakai and shown in class.

Week 4, Topic for final poster due (5 points). Describe the kind of research and implementation of an intervention you will present for your final poster. This description should be one paragraph and include **where** in the world you would do the project, **what** problem you would hope to solve, and **how** you would use medical anthropology to do so, including methods, theories, or perspective.

Week 4, Midterm Exam: (25 points). The exam will be multiple choice and short answer and will be available out of class through Sakai. You will have two hours to complete the exam by logging into Sakai at any time during the day of the exam. Once you log in, you must complete the exam. You cannot use books, notes, or talk to anyone while you are taking the exam.

Week 6. Outline of final project poster due (8 points). This outline should show the structure of your proposal and include the following:

1. Background of the problem
2. Importance of the country or place
3. Literature on the problem and the place
4. Research and implementation plans
5. Who will make up the team (for example, doctors, community leaders, other researchers)
6. How long the project will last
7. What you would evaluate as indications that your project was successful
8. At least 5 bibliographic references

Week . 8 Final Presentations and papers for class. Research proposal Poster (10 for presentation plus 15 for poster) Choose a problem in medical anthropology based on what we have read and discussed. The problem may be a disease, but it can also be about health care, preventative medicine, improving health through education, or cultural ideas about health and illness.

Then create a poster that proposes how you would do research on this topic in another part of the world where you have either traveled or would like to know more about. For example, you might be interested in emotions expressed in a story and also the article on “susto” or “fright.” You would then explore both the concepts of emotion, pain, anxiety, and so forth, in a part of the world—in Mexico, for example. Your presentation should engage the audience. It should not only describe

your research, but also ask questions of the class to encourage them to discuss problems or topics of your presentation. Assume that you are presenting your proposal to people who will fund research, so you are trying to convince them that it should be done.

The final poster will be due at 11:00am on Wednesday, April 18th. The poster will be on exhibit in the atrium of the Academic Building and will be presented along with graduate students in Global Health posters..

Week 8. Final Exam. (20 points) The final exam, like the midterm exam, will be on Sakai. It will be multiple choice and short answer and will only cover materials since the midterm exam.

COURSE SCHEDULE

Week 1, February 28

Topics:

I. Introduction to the course and to the field of Medical Anthropology: History, Applied Perspectives, and Current Issues.

Farmer, Paul, Interview with Paul Farmer by Ashley Mooney and Julian Spector, Duke Chronicle, 12/6/2011

<http://www.dukechronicle.com/articles/2011/12/06/q-paul-farmer>

Video: Paul Farmer: How Medical Anthropology Changed my Life.

http://www.dailymotion.com/video/xgh1m4_dr-paul-farmer-how-medical-anthropology-changed-my-life_news

Week 2, March 5

Topics:

I. A bio-cultural approach to medical anthropology.

II. Different ways medical anthropologists work. Ethnography and applied anthropology.

III. Research in Global Health: Stories and narratives

Readings:

Laurie Price, "Ecuadorian Illness Stories" (on Sakai)

Burns, Allan, and others, Sociolinguistics and Aphasia, *Journal of Linguistic Anthropology* Volume 1, Issue 2, pages 165–177, December 1991
<http://onlinelibrary.wiley.com/doi/10.1525/jlin.1991.1.2.165/pdf>

Kilty, Sharon, “Telling the Illness Story.”
<http://www.aissg.org/articles/TELLING.HTM>

Videos shown and discussed in class:

Unnatural Causes, Episode: “In Sickness and In Wealth.” How does the distribution of power, wealth and resources shape opportunities for health?

“I am an Ebola Survivor: This is my story” <https://www.youtube.com/watch?v=eL9ChufJKfk>

Class activities: Choose partner for “health story” and decide on topics. Schedule recordings of “health stories.”

Week 3 March 12.

Topics:

What kind of work do medical anthropologists do?
Health and Society: village integration and city specialization.
Concepts of health and illness: The “Hot-Cold” syndrome in Central America. What is the body?
What is culture? What is health? What is illness? What is disease?
What is Traditional Chinese Medicine?

Readings:

Zhan, Other Worldly, Making Chinese Medicine, Part 1, Part 2

McCullough, John M., Human Ecology, Heat Adaptation, and Belief Systems: The Hot-Cold Syndrome of Yucatan, *Southwestern Journal of Anthropology*, 29(1) Spring 1973 (pp. 32-36).
<http://www.jstor.org/stable/3629623>

Kleinman, Arthur and Peter Benson, Anthropology in the Clinic: The Problem of Cultural Competency and How to Fix It, *PLOS Medicine*, October 2006.
<http://www.plosmedicine.org/article/fetchObject.action?uri=info:doi/10.1371/journal.pmed.0030294&representation=PDF>

*or access via DKULibrary

Videos shown in class:

Class activities:

Group discussion of Zhan Book, Part 1. (Tuesday)

Informal discussion of Illness stories (Wednesday)

Field trip: Friday, March 16. Traditional Chinese Medicine Hospital, Kunshan. Meet in lobby of the conference center at 8:30 AM.

Week 4: March 19

MIDTERM EXAM: On Sakai. No need to come to class

Topics:

March 20-21:

Indigenous Health Specialists:

Midwives, bonesetters, herbalists, and shamans.

Chinese Traditional Medicine and Medical Anthropology

Readings:

Huber, Brad and Robert Anderson. Bonesetters and Curers in a Mexican Community: Conceptual Models, Status and Gender. *Medical Anthropology Quarterly* Vol. 17, pp. 22-36, 1996.

<http://huber.people.cofc.edu/www/Selected%20Publications/Huber%20Anderson%201996%20Bonesetters%20Curers.pdf>

Chary, Anita, Anne Kraemer, Brent Henderson, and Peter Rohloff, The changing role of indigenous lay midwives in Guatemala: New frameworks for analysis. *Midwifery* 2013 Aug 12;29(8):852-8.

Epub 2013 Feb 12.

https://anthropology.artsci.wustl.edu/files/anthropology/imce/midwife_paper.pdf

Zhan, Other Worldly, Making Chinese Medicine, Part 2

Videos shown in class:

none

Class activities:

Report on TCM Hospital (Tuesday)

Group Discussion of Zhan, Part 2 (Wednesday).

Week Five: March 26-28

Topics:

Mental health and medical anthropology

Universal vs. culture specific names for mental illness, anxiety, diseases.

Chinese Traditional Medicine, continued.

Readings:

Quinlan, Marsha B, Ethnomedicine and ethnobotany of fright , a Caribbean culture-bound psychiatric syndrome, J Ethnobiol Ethnomed. 2010; 6: 9
<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3583188/>

Henderson and Adour, “Camanche Ghost Sickness: A biocultural perspective”

Zhan, Part 3

Videos shown in class:

Unnatural Causes: Episode: “When the Bough Breaks”

Class activities:

Group discussion of Zhan, Part 3. (Wednesday)

Week Six: April 2-4

Topics:

Ethics in medical anthropology

Migration and health. Are migrants a threat or a resource?

How do anthropologists work with medical professionals in emergency medicine: the case of Ebola

Readings:

Society for Applied Anthropology, Statement on ethics <http://www.sfaa.net/about/ethics/>

Hewletts:

1.Images and First Contact.

2.Outbreak Ethnography: The Anthropologist's Toolkit. (PDF ON SAKAI SITE)

Health Status and Access to Health Care of Migrant Workers in China, Therese Hesketh, MRCPCH, MFPHM, PhD, Ye Xue Jun, MB, PhD, Li Lu, MD, PhD, and Wang Hong Mei, PhD.
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2239328/>

Videos shown in class:

Video: Unnatural Causes, Episode:

“Becoming American,” Latino immigrants arrive healthy, so why don't they stay that way?

Class activities:

Videos: Two Minute Videos (Moments of Anthropology) on ethical conflicts (Wednesday)

Week Seven: April 9-11

Topics:

Monday: Final project posters: How to create a good poster in medical anthropology

Tuesday: Violence and global health: genetics and violence against women

Wednesday Global Health and health diplomacy: individual, organizational, and country strategies.

Readings:

Farmer: The Anthropology of Structural Violence. Current Anthropology, Volume 45, Number 3, June 2004 Read especially pp. 305-308 and 311-317.

http://www3.nd.edu/~cmick/povertystudies/farmer_anthropology_of_structural_violence.pdf

Rodney, Nicole C., and Connie J. Mulligan A biocultural study of the effects of maternal stress on mother and newborn health in the Democratic Republic of Congo. American Journal of Physical Anthropology. Article first published online: 11 JUL 2014.

<http://onlinelibrary.wiley.com/doi/10.1002/ajpa.22568/full>

Videos shown in class:

Video: Collateral Damage from the series “Unnatural Causes”

Class activities: Discussion of proposals to improve global health

Week Eight: April 16-18

Topics:

Student presentations of proposals to improve global health.

Readings:**Class activities:**

Final proposals in poster format to be displayed in Academic Building lobby, April 18.

Final exam: April 19. Final exam (on sakai)

Other Information about attendance, academic honesty, accommodations

Course Policies and Guidelines

Academic integrity: This class is based on the values and responsibilities of academic integrity and freedom. Academic integrity includes honesty in reporting on others or one’s own research and data, acknowledgement of help and assistance from colleagues, other investigators, and the public, and the ethics of confidentiality, privacy, and the welfare of those people we work with, be they students, professors, or members of communities or institutions. To this end, plagiarism, uncited concepts and research, and the use of false data and information are not tolerated. Students will not receive any credit for assignments handed in that have been plagiarized.

Academic freedom includes the responsibility to be objective in the search for knowledge or information in research and scholarship and to have the courage to take stands on that knowledge or information that are free from bias or favoritism.

Attendance: Students must attend all scheduled classes and any fieldtrips. Absences for illness or other significant events must be approved by the instructor prior to the absence when possible. Emergencies do occur, and if possible the instructor should be notified before class.

Attention to assignment deadlines: Assignments are due on the days scheduled in the syllabus. Late assignments can be approved for emergencies. Late assignments turned in without prior approval will be penalized.

Make-up work: No make-up work is allowed except in cases of illness or other significant event recognized by the instructor.

Appropriate or inappropriate use of cell phone, laptop, or other technology during class: Laptops, tablets, and cell phones can be used in class except for exams. These items can only be used in conjunction with the class discussions. No other use can be made of these items; should this happen, the laptop, cell phone, or tablet will be surrendered to the instructor for the remainder of the class and the student will be banned from using these items in future classes.

As a Duke Kunshan University student you pledge to uphold the Duke Community Standard:

- *I will not lie, cheat, or steal in my academic endeavors;*
- *I will conduct myself honorably in all my endeavors; and*
- *I will act if the Standard is compromised.*

For more information on academic integrity and the Duke Community Standard see:

http://judicial.studentaffairs.duke.edu/resources/community_standard/cs_more.html

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES:

If you require academic accommodation, you must first register with the Dean of Students Office. The Dean of Students Office will provide you with documentation that you must then provide to me as the faculty member for this course at the time you request the accommodation. The Global Learning Semester program is committed to providing reasonable accommodations to assist students in their coursework.

Diversity and Intercultural Learning

Medical anthropology draws upon the important diversity in medical knowledge, health seeking behaviors, and cultural traditions from around the world. The class adds to intercultural learning through the application of a perspective that approaches different health and illness systems on their own terms and how these systems collaborate, conflict with, or enhance systems at national and international levels. The class provides skills in

understanding health and illness concepts, communication about health and illness, and the strategies of health enhancement in small scale as well as large-scale societies. Respect for, understanding, and ways of improving the health of the world's people are based on the core value that the articulation of diversity leads to improvement at all levels of society.

Course Policies and Guidelines

- Academic integrity: This class is based on the values and responsibilities of academic integrity and freedom. Academic integrity includes honesty in reporting on others or one's own research and data, acknowledgement of help and assistance from colleagues, other investigators, and the public, and the ethics of confidentiality, privacy, and the welfare of those people we work with, be they students, professors, or members of communities or institutions. To this end, plagiarism, uncited concepts and research, and the use of false data and information are not tolerated. Assignments that are found to have been plagiarized or copied from another source will not receive any credit. Incidents of improper or missing citations will have points deducted from the assignment for the first instance and will have 50 % reduction in points for any subsequent instance.
- Academic freedom includes the responsibility to be objective in the search for knowledge or information in research and scholarship and to have the courage to take stands on that knowledge or information that are free from bias or favoritism.
- Attendance: Students must attend all scheduled classes and three fieldtrips. Absences for illness or other significant events must be approved by the instructor prior to the absence when possible. Emergencies do occur, and if possible the instructor should be notified before class.
- Attention to assignment deadlines: Assignments are due on the days scheduled in the syllabus. Late assignments can be approved for emergencies. Late assignments turned in without prior approval will be penalized.
- Make-up work: No make-up work is allowed except in cases of illness or other significant event recognized by the instructor.
- Appropriate or inappropriate use of cell phone, laptop, or other technology during class: Laptops, tablets, and cell phones can be used in class except for exams. These items can only be used in conjunction with the class discussions. No other use can be made of these items; should this happen, the laptop, cell phone, or tablet will be surrendered to the instructor for the remainder of the class and the student will be banned from using these items in future classes.

Academic Honesty and the DKU Community Standard

Each student is bound by the academic honesty standard of the Duke Kunshan University. Its Community Standard states: ***“Duke Kunshan University is a community composed of individuals of diverse cultures and backgrounds. We are dedicated to scholarship, leadership, and service and to the principles of honesty, fairness, respect, and accountability. Members of this community commit to reflect upon and uphold these principles in all academic and non-academic endeavors, and to protect and promote a culture of integrity.”*** Violations of the DKU academic honesty standard will not be tolerated. Cheating, lying, falsification, or plagiarism in any practice will be considered as an inexcusable behavior and will result in zero points for the activity.

As a Duke Kunshan University student you pledge to uphold the Duke Community Standard:

- I will not lie, cheat, or steal in my academic endeavors;
- I will conduct myself honorably in all my endeavors; and
- I will act if the Standard is compromised.

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