

University of Denver

Class meetings:

Monday & Wednesday 10:00-11:50 am
Sturm Hall, Room 154

Instructor: Alejandro Cerón

Office: Sturm Hall 131

Office hours: by appointment

Mailbox Sturm Hall 146

Alejandro.ceronvaldes@du.edu

Course website: via <https://canvas.du.edu>

ANTH 3701 (Fall 2013)
Introduction to Medical Anthropology
Course Syllabus

A COURSE DESCRIPTION

This course is an introduction to medical anthropology. As a professional and academic field, medical anthropology provides conceptual and analytical tools for a comprehensive understanding of health, illness and healing. It is concerned with the ways in which individual experience is inserted in social and historical contexts.

We will explore ideas and behaviors related to health in different societies and social groups, as well as the ways in which different groups organize their resources to face health-related needs in the context of their social and economic realities. Course material combines introductory readings, academic articles and in-depth ethnographic studies with the analysis of journalistic pieces addressing currently important issues. It also combines the study of illness experience and medical practice in the United States with that of other countries.

The course's learning objectives are: 1. to define key concepts in the field of medical anthropology; 2. to gain understanding of issues of current importance for the health of the world, the United States and Colorado State; and 3. to apply concepts derived from medical anthropology to the analysis of everyday problems.

We begin by introducing the field of medical anthropology and its main concepts. From there, we move to the study of health and illness as individual experience, emphasizing the study of meaning, experience and language. We then move to study the historical and social forces that shape illness experience, and end with the analysis of how power relations impact the ways we understand health, illness and how we approach it.

Class meetings will consist of lectures to introduce topics and concepts and group discussions to apply the concepts and examine them critically. Students will also work on individual projects for which they will give a short presentation during the quarter. Assignments will include readings and short written pieces.

B COURSE REQUIREMENTS – ASSIGNMENTS AND EVALUATION

Student Responsibilities and Expectations

- **Complete all readings by the class session for which they are assigned.** You should come prepared with questions about parts you may not have fully understood as well as comments, challenges to the author's argument, or arguments of your own.
- **Attend and participate in all class meetings.** You are expected to come to class prepared, having **completed the relevant readings and assignments** and to participate in the ensuing discussion by sharing your thoughts, views, questions etc. You may be called upon during the class to discuss concepts from the lecture, from the readings, from the assignments, or that come up during class, so be prepared. Please note, when participating in class you will be evaluated not upon whether you are "right" or "wrong," but rather upon the care and thought you bring to the discussion.
- **Turn in all assignments on time.** Late work will not be accepted, absent a verifiable emergency precluding timely submission. To the extent that other exceptional circumstances do arise that prevent timely submission of assignments, it is your responsibility to make advance arrangements with me, and I reserve the right to decline or to accept untimely work in such circumstances.
- **Interact with classmates and instructor in a considerate and respectful manner.** This class is an opportunity to learn from one another. We all have a responsibility to ensure that an open and welcoming atmosphere is maintained.
- Any student who feels s/he may need an **accommodation based on the impact of a disability or medical condition** should contact the Disability Services Program to coordinate reasonable accommodations. They are located on the 4th floor of Ruffatto Hall; 1999 E. Evans Ave. 303.871. / 2372 / 2278 / 7432. Information is also available on line at <http://www.du.edu/disability/dsp>; see the Handbook for Students with Disabilities.
- All members of the University of Denver are **expected to uphold the values of Integrity** (acting in an honest and ethical manner), **Respect** (honoring differences in people, ideas, and opinions), and **Responsibility** (accepting ownership for one's own conduct). These values embody the standards of conduct for students, staff, faculty, and administrators as members of the University community, and are included in DU's **Honor Code** www.du.edu/honorcode. Violations of these policies include, but are not limited to the following forms of **academic misconduct**: **Plagiarism**, including any representation of another's work or ideas as one's own in academic and educational submissions; **cheating**, including any actual or attempted use of resources not authorized by the instructor(s) for academic submissions; and **fabrication**, including any falsification or creation of data, research or resources to support academic submissions.

Requirements and grading

| Assignment | % of final grade |
|---|------------------|
| Blog entries (3 X 10pts/each): | 30% |
| Comments on blog entries (6 X 5pts/each) | 30% |
| Ethnography review paper (10pts) | 10% |
| Poster/oral presentation | 20% |
| Participation (self- and group-evaluation) | 10% |

Detailed guidelines for each of the assignments and the evaluation criteria are included at the end of this syllabus.

Required readings

Reading materials will be available through the course website.

C COURSE SCHEDULE – READINGS AND ASSIGNMENTS

WEEK 1

Mon, Sep. 8 Orientation to the course – clarifying expectations

Readings: These readings are **recommended** as reference throughout the quarter:

1. World Health Organization (2012). **World Health Statistics Report**. Geneva: WHO.
Available at:
http://www.who.int/gho/publications/world_health_statistics/EN_WHS2012_Full.pdf
2. Global Health Watch (2011). **Global Health Watch 3: An Alternative World Health Report**. Available at:
<http://www.ghwatch.org/sites/www.ghwatch.org/files/global%20health%20watch%203.pdf>
3. Colorado Health Foundation (2013) Colorado Health Report Card — A summary of all of the life stage grades and indicators. Available at:
<http://www.coloradohealthreportcard.org/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=6260>

Assignments due: None

Wed, Sep. 10

Reading: Colorado Health Report Card 2013, chapter on “Adult health”
s: Also, available at:
<http://www.coloradohealthreportcard.org/ReportCard/2012/subdefault.aspx?id=5981&linkidentifier=id&itemid=5981>

Assignments due: None

Thu, Sep. 11

Assignments due: **Blog entry #1**

WEEK 2

Mon, Sept. 15

Readings:

- Streefland, Pieter, A.M.R. Chowdhury, and Pilar Ramos-Jimenez (1999). "**Patterns of vaccination acceptance**". *Social Science and Medicine* 49:1705-1716.
- Feldman-Savelsberg, Pamela; Flavien T. Ndonko; and Bergis Schmidt-Ehry (2000). **Sterilizing vaccines or the politics of the womb: retrospective study of a rumor in Cameroon**. *Medical Anthropology Quarterly* 14(2):159-179.
- Blume, Stuart (2006). "**Anti-vaccination movements and their interpretations**". *Social Science and Medicine* 62:628-

642.

Assignments due: None

Wed, Sept. 17

Readings: Janzen (2002).
 "Chapter 1. **Introducing Medical Anthropology**" (p. 1-19)
 Wiley & Allen (2013)
 "Chapter 2. **Anthropological Perspectives on Health and Disease**" (p. 12-39)

Assignments due: None

Thu, Sep. 18Assignments due: **2 Comments to Blog entry #1****WEEK 3****Mon, Sept. 22**

Readings: Redfield, Peter, (2013). Life in Crisis.
Chapters 1, 2, and 3.

Assignments due: None

Wed, Sept. 24

Readings: Redfield, Peter, (2013). Life in Crisis.
Chapters 4, 5, and 6.

Assignments due: None

Thu, Sep. 25Assignments due: **Blog entry #2****WEEK 4****Mon, Sept. 29**

Readings: Redfield, Peter, (2013). Life in Crisis.
Chapters 7, 8, and 9.

Assignments due: None

Wed, October 1

Readings: Wiley and Allen (2013)
 "Chapter 3. **Healers and Healing**" pp. 40-74.

Assignments due: None

Thu, October 2Assignments due: **2 comments to Blog entry #2****WEEK 5****Mon, October 6**

Readings: Janzen (2002)
 "Chapter 3. **The Fabric of Health**" pp 51-82.
 Filho, Naomar de (07/2001). "For a General Theory of Health: Preliminary Epistemological and Anthropological Notes". *Cadernos de saúde pública* 17 (4), p. 753-770.

Assignments due: None

Wed, October 8

Readings: Wiley & Allen (2013)
Chapter 8. Infectious Diseases: Pathogens, Hosts, and Evolutionary Interplay. pp 226-268.
 News articles about current Ebola epidemic.

Assignments due: None

Thu, October 9

Assignments due: **Blog entry #3**

WEEK 6

Mon, October 13

Readings: Janzen (2002)
 “**Chapter 4. Population and Disease**” pp 83-113.
 Janes, Craig and Oyuntsetseg Chuluundorj (2004). “**Free markets and dead mothers: the social ecology of maternal mortality in post-socialist Mongolia.**” *Medical Anthropology Quarterly* 18(2):230-257.

Assignments due: None.

Wed, October 15

Readings: Janzen (2002)
 “**Chapter 5. The Lifecourse**” pp 115-136.
 Becker, Gay (1994). “**Metaphors in disrupted lives: infertility and cultural constructions of continuity**” *Medical Anthropology Quarterly* 8(4):383-410.

Assignments due: None

Thu, October 16

Assignments due: **2 comments to Blog entry #3**

WEEK 7

Mon, October 20

Readings: Janzen (2002)
 “**Chapter 6. Personhood, Liminality, and Identity**” pp 137-147.
 Rouse, Carolyn (2004). “**‘If she’s a vegetable, we’ll be her garden’: embodiment, transcendence, and citations of competing cultural metaphors in the case of a dying child.**” *American Ethnologist* 31(4):514-529.

Assignments due: None.

Wed, October 22

Readings: Wiley & Allen (2013)
Chapter 10. Stress, Social Inequality, and Race and Ethnicity: Implications for Health Disparities. Pp 307-339

Jonathan Kahn (2006) “**Race, Pharmacogenomics, and Marketing: Putting BiDil in Context**”, *The American Journal of Bioethics*, 6:5, W1-W5

Assignments due: **Ethnography review paper, outline**

WEEK 8

Mon, October 27

Readings: Janzen (2002)
 “**Chapter 7. The Transforming Signs of Sickness and Healing**” pp 149-185.
 Borovoy, Amy and Janet Hine (2008). “**Managing the unmanageable: elderly Russian Jewish Émigrés and the biomedical culture of diabetes care.**” *Medical Anthropology Quarterly* 22(1):1-26.

Assignments due: None.

Wed, October 29

Readings: Janzen (2002)
 “**Chapter 8. Medical Knowledge**” pp 187-209.
 Davenport, Beverly Ann (2000). “**Witnessing and the medical gaze: how medical students learn to see at a free clinic for the homeless.**” *Medical Anthropology Quarterly* 14(3):310-327.

Assignments due: None

WEEK 9

Mon, November 3

Readings: Janzen (2002)
 “**Chapter 9. Power and Organization in Medicine**” pp 211-242.
 Horton, Sarah (2004). “**Different subjects: the health care system’s participation in the differential construction of the cultural citizenship of Cuban refugees and Mexican immigrants.**” *Medical Anthropology Quarterly* 18(4):472-489.

Assignments due: None

Wed, November 5

Readings: None

Assignments due: **Poster/oral presentations (5 students)**

WEEK 10

Mon, November 10

Readings: None

Assignments due: **Poster/oral presentations (5 students)**

Wed, November 12

Readings: None

Assignments due: **Poster/oral presentations (5 students)**

WEEK 11

Wed, November 19

Assignments due: **Ethnography review paper**

**ANTH 3701 Introduction to Medical Anthropology
Guidelines for the Assignments**

A OVERVIEW

All the assignments are linked to one another, and are designed to achieve two goals by the end of the quarter.

First, I expect you to demonstrate how one’s social position and background shapes our experiences, values and beliefs about the world and our place in it. The aspects of social position and background to take into account include, but are not limited to, sex/gender, race/ethnicity, class, place of origin/residence, education and institutional affiliation.

Second, you will explain the social and cultural aspects of “expert” knowledge and how they influence the way you think about the world, its problems and its solutions. You should emphasize what this kind of knowledge leaves in and out of the conversation.

Both goals will be evaluated at the end of the quarter through a paper you will turn in on week 11 and an oral presentation (with the aid of a poster) on weeks 9 and 10. However, you will develop your descriptions, reflections and analysis throughout the quarter by writing three blog entries and getting feedback from me and your classmates. Class participation plays a key role for the achievement of these goals.

B GRADING AND EVALUATION

| Assignment | Due dates: Thursday of week: | % of final grade |
|--|------------------------------------|---------------------|
| Blog entries (3 X 10pts/each): | 1, 3, 5 | 30% |
| Comments on blog entries (6 X 5pts/each) | 2, 4, 6 | 30% |
| Ethnography review paper (10pts) | 11 | 10% |
| Poster/oral presentation | 9 or 10 | 20% |
| Participation (self- and group-evaluation) | | 10% |

C ASSIGNMENTS

| C.1. Blog entries | | 3 X 10 points/ each = 30% |
|--------------------------|--|----------------------------------|
| What for: | Help students integrating readings, lectures, and section contents with their experiences and knowledge. | |
| What? | A blog entry making reference to one of the class readings from the previous two weeks (excepting the first blog entry, due on week 1). At least 1,000 words, and it should include: a. a quote from a class reading; b. an image; c. a text from outside the class (movie, poem, song, book, etcetera); d. an explicit explanation on how the two texts and the image | |

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| | relate to each other. |
| When? | Three times during the quarter, on weeks 1, 3, and 5. |
| Where? | Written in course blog. Turned-in through course website. |
| Blog entry #1 | Describe an episode or event that has some bearing on health, illness, and/or healing, which you experienced, participated in, or witnessed at first hand. Bear in mind how we will be using these accounts subsequently; please select an episode that you feel merits sustained reflection, and one you will feel comfortable sharing with your classmates. Pay attention to how you describe and characterize: people, places, time and plot. Try to give coherence to the narrative as a whole but feel free to structure it as you want. |
| Blog entry #2 | Apply 2 or 3 of the ideas, perspectives, questions, and comparative examples encountered in our readings and class discussions. The idea is that you reflect on different aspects of your account and the ways you represented them or did not include them in your original description. Your essay should include introductory and concluding paragraphs. You should explicitly make reference and quote from your personal account and from class readings and lectures. |
| Blog entry #3 | Write an essay in which you: 1. demonstrate how one's social position and background shapes one's experiences, values and beliefs about the world and one's place in it. 2. Explain the social and cultural aspects of "expert" knowledge and how they influence the way we think about the world, its problems and its solutions. Draw on examples from your personal account and class readings, lectures and discussions. |

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| C.2. Comments on blog entries | | 6 X 5 points/ each = 30% |
| What for: | Promote interactive teaching and learning environment. | |
| What? | Each student will comment on one of his or her classmates' blog entries from the previous week. At least 500 words divided in two paragraphs: a. one explaining to which specific aspect of the blog entry the comment is referring to; and b. another one explaining why you agree or disagree with it. | |
| When? | Three times during the quarter, on weeks 2, 4, and 6 (two comments each week). | |
| Where? | Written in course blog. Turned-in through course website. | |

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| C.3. Ethnography review paper | | 10 points = 10% |
| What for: | Get a grasp of in-depth ethnographic work. Develop skills to identify and choose an ethnographic work of their interest. | |
| What? | Identify, select, read, and review a book (ethnography) in a topic of each student's interest. (specific guidelines will be provided in week 3) | |
| When? | Review paper due by week 11. | |
| Where? | Course website. | |

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| C.4. Poster / oral presentation | | 20 points = 20% |
| What for: | Integration of what each student learned. Develop oral presentation skills. | |

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| What? | Give an oral presentation in which you: 1. demonstrate how one’s social position and background shapes one’s experiences, values and beliefs about the world and one’s place in it. 2. Explain the social and cultural aspects of “expert” knowledge and how they influence the way we think about the world, its problems and its solutions. You must use a poster as a VISUAL AID FOR YOUR ORAL PRESENTATION . Posters will be projected from the computer at class, so there is NO NEED TO PRINT . Guidelines for poster preparation are available through the class website. |
| When? | Week 9 or 10. |
| Where? | Poster, uploaded to class website. Oral presentation in class. |

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| C.5. Participation | | 10% |
| What for: | Promote interactive teaching and learning environment. Provide opportunities for students to develop their class participation skills and attitudes. | |
| What? | Active, thoughtful, and respectful class participation. (see guidelines below) | |
| When? | Every section meeting. | |
| Where? | In class. | |

D GRADING CRITERIA

D.1. Blog entries **2 X 10 points/ each = 20%**

Each entry will be graded according to the following criteria:

| Criteria | | Points |
|--|------------------|-----------|
| Quote from class readings | Present/absent | 1 |
| Image | Present/absent | 1 |
| Text from outside the class | Present/absent | 1 |
| Explanation of relationship between the three elements | Present/absent | 1 |
| Knowledge of written conventions | See rubric below | 2 |
| Clarity and coherence | See rubric below | 2 |
| Rhetorical choices | See rubric below | 2 |
| TOTAL | | 10 |

| | Knowledge of Conventions | Clarity and Coherence | Rhetorical Choices |
|---------------------|---|---|--|
| 1. Beginning | Contains numerous errors in spelling, grammar, and/or sentence structure which interfere with comprehension. Style and/or format are inappropriate for the assignment. Fails to demonstrate thoroughness and competence in documentation. | Sentence structure, word choice, lack of transitions and/or sequencing of ideas make reading and understanding difficult. | The writer’s decisions about focus, organization, style/tone, and/or content interfere with communication. The purpose of the writing is not achieved. Requirements of the assignment have not been fulfilled. |

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| 2. Developing | Frequent errors in spelling, grammar (such as subject/verb agreements and tense), sentence structure and/or other writing conventions distract the reader. Writing does not consistently follow appropriate style and/or format. Source documentation is incomplete. It may be unclear which references are direct quotes and which are paraphrased. | Sentence structure and/or word choice sometimes interfere with clarity. Needs to improve sequencing of ideas within paragraphs and transitions between paragraphs to make the writing easy to follow. | The writer's decisions about focus, organization, style/tone, and/or content sometimes interfere with clear, effective communication. The purpose of the writing is not fully achieved. All requirements of the assignment may not be fulfilled. |
| 3. Competent | While there may be minor errors, the paper follows normal conventions of spelling and grammar throughout and has been carefully proofread. Appropriate conventions for style and format are used consistently throughout the writing sample. Demonstrates thoroughness and competence in documenting sources; the reader would have little difficulty referring back to cited sources. | Sentences are structured and words are chosen to communicate ideas clearly. Sequencing of ideas within paragraphs and transitions between paragraphs make the writer's points easy to follow. | The writer has made good decisions about focus, organization, style/tone, and content to communicate clearly and effectively. The purpose and focus of the writing are clear to the reader and the organization and content achieve the purpose well. Writing follows all requirements for the assignment. |
| 4. Accomplished | In addition to meeting the requirements for a "3", the writing is essentially error-free in terms of mechanics. Models the style and format appropriate to the assignment. | In addition to meeting the requirements for a "3", writing flows smoothly from one idea to another. The writer has taken pains to assist the reader in following the logic of the ideas expressed. | In addition to meeting the requirements for a "3", the writer's decisions about focus, organization, style/tone, and content made reading a pleasurable experience. Writing could be used as a model of how to fulfill the assignment. |

D.2. Comments on blog entries

6 X 5 points/ each = 30%

Each entry will be graded according to the following criteria:

| Criteria | | Points |
|----------------------------------|------------------|---------------|
| Paragraph 1 | Present/absent | 1 |
| Paragraph 2 | Present/absent | 1 |
| Knowledge of written conventions | See rubric below | 1 |
| Clarity and coherence | See rubric below | 1 |
| Rhetorical choices | See rubric below | 1 |
| TOTAL | | 5 |

| | Knowledge of Conventions | Clarity and Coherence | Rhetorical Choices |
|---------------------|---|---|--|
| 1. Beginning | Contains numerous errors in spelling, grammar, and/or sentence structure which interfere with comprehension. Style and/or format are inappropriate for the assignment. Fails to demonstrate thoroughness and competence in documentation. | Sentence structure, word choice, lack of transitions and/or sequencing of ideas make reading and understanding difficult. | The writer's decisions about focus, organization, style/tone, and/or content interfere with communication. The purpose of the writing is not achieved. Requirements of the assignment have not been fulfilled. |

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|----------------------|--|---|--|
| 2. Developing | Frequent errors in spelling, grammar (such as subject/verb agreements and tense), sentence structure and/or other writing conventions distract the reader. Writing does not consistently follow appropriate style and/or format. Source documentation is incomplete. It may be unclear which references are direct quotes and which are paraphrased. | Sentence structure and/or word choice sometimes interfere with clarity. Needs to improve sequencing of ideas within paragraphs and transitions between paragraphs to make the writing easy to follow. | The writer's decisions about focus, organization, style/tone, and/or content sometimes interfere with clear, effective communication. The purpose of the writing is not fully achieved. All requirements of the assignment may not be fulfilled. |
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D.3. Ethnography review paper

10 points = 10%

Specific guidelines will be provided during week 3 of the quarter.

D.4. Poster / oral presentation

20 points = 20%

GRADING CRITERIA FOR ORAL PRESENTATION

Based on http://csufresno.edu/irap/documents/oral_pres_rubric.pdf.

| Criteria | Distinguished | Intermediate | Novice |
|---------------------|--|--|--|
| Volume | Presenter is easy to hear | Audience is able to hear as a whole, but there are times when volume is not quite adequate. | Presenter is difficult to hear. |
| Rates | Rates of speech are appropriate | Speaker may at times seem like s/he is rushing or exaggerating pauses. | The rates of speaking are too slow or too fast. |
| Mannerisms | Speaker makes eye contact with everyone and has no nervous habits. Excellent posture. | Eye contact may focus on only one member of the audience or a select few members. Mildly distracting nervous habits are present but do not override the content. | Very little eye contact is made with the audience. It may sound like the speaker is reading the presentation. Nervous habits that distract the audience are present. |
| Organization | Presentation is well organized with a beginning, middle, and end. There is a strong organizing theme, with clear main ideas and transitions. | Speaker loses train of thought, does not stay with the proposed outline, or connections are attempted but not made clear for the audience. | Presentation shows little organization, unclear purpose, and/or unclear relationships or transitions. |
| Content | Information is complete and accurate. Clear evidence of thoughtful analysis. | Analysis is less evident, or resources are present but less than adequate for assignment. | Details and examples are lacking or not well chosen for the topic or audience. Lacks evidence of analysis. |
| Poster | Well done and used to make presentation more interesting and meaningful. | Adequate but do not inspire engagement with the material. | Very little or poor use of visual materials. |
| Length | Appropriate length. Clear summary is provided. | Time is appropriately used, but may run slightly over or under allotted time and/or information is not tied together or conclusion is inadequate. | Presentation lacks conclusion and/or time is not appropriately used. |

GRADING CRITERIA FOR POSTERS

| Feature | Poor – Good – Excellent |
|---|-------------------------|
| Visual impact: interesting, conveys main idea of the project, without being overcrowded. | |
| Organization/clarity: viewer can absorb main point quickly. | |
| Analysis: explicit connections between personal examples, readings and analysis. | |
| Comprehensiveness: all elements fit together. | |

D.5. Participation

10%

Participation is graded on a scale from 0 (lowest) through 10 (highest), using the criteria below. The criteria focus on what you demonstrate and do not presume to guess at what you know but do not demonstrate. This is because what you offer to the class is what you and others learn from. I expect the average level of participation to satisfy the criteria for a “7”.

| Points | Criteria |
|--------|--|
| 0 | <ul style="list-style-type: none"> ▪ Mostly absent or disruptive when present. |
| 3 | <ul style="list-style-type: none"> ▪ Present, not disruptive. ▪ Tries to respond when called on but does not offer much. ▪ Demonstrates very infrequent involvement in discussion. |
| 5 | <ul style="list-style-type: none"> ▪ Demonstrates adequate preparation: knows basic reading facts, but does not show evidence of trying to interpret or analyze them. ▪ Offers straightforward information, without elaboration or very infrequently. ▪ Does not offer to contribute to discussion, but contributes to a moderate degree when called on. ▪ Demonstrates sporadic involvement. |
| 7 | <ul style="list-style-type: none"> ▪ Demonstrates good preparation: knows reading facts well, has thought through implications of them. ▪ Offers interpretations and analysis of case material (more than just facts) to class. ▪ Contributes well to discussion in an ongoing way: responds to other students’ points, thinks through own points, questions others in a constructive way, offers and supports suggestions that may be counter to the majority opinion. ▪ Demonstrates consistent ongoing involvement. |
| 10 | <ul style="list-style-type: none"> ▪ Demonstrates excellent preparation: has analyzed case exceptionally well, relating it to readings and other material. ▪ Offers analysis, synthesis, and evaluation of case material. ▪ Contributes in a very significant way to ongoing discussion: keeps analysis focused, responds very thoughtfully to other students’ comments, contributes to the cooperative argument-building, suggests alternative ways of approaching material and helps class analyze which approaches are |

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| | appropriate, etc. ▪ Demonstrates ongoing very active involvement. |
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Final Grade Calculation

This guide aims to help students interpret their grades and direct their efforts. It is based on a modification made by Professor Mathew Sparke (Geography) to UW norms - <http://depts.washington.edu/grading/practices/guidelin.htm>

| % | Final Grade |
|----------|-------------|
| 93 - 100 | A |
| 90-92 | A- |
| 87-89 | B+ |
| 83-86 | B |
| 80-82 | B- |
| 77-79 | C+ |
| 73-76 | C |
| 70-72 | C- |
| 67-69 | D+ |
| 63-66 | D |
| 60-62 | D- |
| < 60 | FAIL |