**Resource Materials**
All materials and assignment submission portals can be found on the Course Materials page of Blackboard. Within each module, you will find PDFs for the readings, a lecture recording, and PowerPoint slides that accompany the lecture recording. Please scroll through the slides while listening to the lecture. I indicate in the recording when to change the slide.

**Course Description and Prerequisites**
This lower-division interdisciplinary course in global health and social justice is designed to enrich the educational experiences of undergraduates across all disciplines. It teaches students to critically analyze the strengths and weaknesses of intersecting (and at times contrasting) disciplinary approaches related to health. Students will gain familiarity with the disciplinary orientations of medical anthropology, social medicine, global health law, health policy/health economics, public health, and epidemiology. Furthermore, students will learn to write concisely, synthesize information, evaluate related arguments, and develop their own critical perspectives. Students will also engage in experiential, service learning in various community settings in the local RGV community. There are no prerequisites for this course.

**Learning Objectives**
This course provides students with multiple disciplinary perspectives for thinking about illness and insecurity across the globe. Students will consider the role of cultural perceptions, social representations, and biopolitics in determining human health outcomes. Specifically, the course explores the causes of health (in)equity, how politics and community action impact globalized health hazards, the relationship between governance and health, and how macro and micro economic forces shape the medical resources individuals have access to. Students will perform meta-analysis of health anthropology and social epidemiology interventions and identify the value and limitations of both qualitative and quantitative techniques. In so doing, students will acquire knowledge about different cultures, develop an appreciation for various disciplines, and sharpen their analysis of the underlying assumptions in empirical and social science perspectives. The course will include topics such as tobacco use, influenza, AIDS, obesity, mental illness, international surrogacy, and the health of migrants.

The Service Learning fieldwork component will allow you to connect your classroom learning to the lived experience of suffering in your own community. Through your service learning “fieldwork” in local agencies, you will better understand the health-related resources in your community that help community members cope with illness, inequality, and aging. You will also come to better understand what it means to be ill and the multiple ways that people manage the life course from the individual’s perspective.

**Learning Objectives for Core Curriculum Requirements**
This course meets standards of The Texas Higher Education Coordinating Board for core courses within the Integrative Learning Option and the Social and Behavioral Foundational Component by addressing four core objectives concerned with (1) Critical Thinking Skills, (2) Communication Skills, (3) Empirical and Quantitative Skills, and (4) Social Responsibility. This course is not designed to train students in discipline-specific methods and techniques, nor
does it aim for students to memorize content. Rather, the course requires students to think critically about human health and illness through the lens of social justice, given divergent tools and perspectives for scientific inquiry. Students will evaluate the coherence and validity of a variety of written sources, and determine their utility for solving contemporary global health problems. They will be encouraged to develop mixed-methods and integrative conclusions and solutions. Students will learn to manage different genre conventions and communicate their thoughts effectively to different audiences through writing and oral participation in class discussions. Furthermore, students will develop and improve their empirical skills, thus increasing their ability to reason and solve complex problems from a wide array of social contexts. After taking the course, students will be able to interpret both qualitative and quantitative data and results, thus creating conjectures and arguments supported by empirical reasoning. Importantly, students will explore the value of cultural diversity, civic engagement, and ethics in achieving social justice and improving human health outcomes globally.

Calendar of Activities
The UTRGV academic calendar can be found at https://my.utrgv.edu/home at the bottom of the screen, prior to login. Some important dates for Spring 2018 include:

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 14 (Mon)</td>
<td>Spring classes begin</td>
</tr>
<tr>
<td>Jan 17 (Thurs)</td>
<td>Last day to add a class or register for Spring classes</td>
</tr>
<tr>
<td>Jan 21 (Mon)</td>
<td>Martin Luther King Holiday. No classes.</td>
</tr>
<tr>
<td>Mar 11-16 (Mon-Sat)</td>
<td>Spring Break. No classes.</td>
</tr>
<tr>
<td>April 10 (Wed)</td>
<td>Last day to drop a class or withdraw</td>
</tr>
<tr>
<td>May 2 (Thurs)</td>
<td>Study Day. No classes.</td>
</tr>
</tbody>
</table>

Grading Policies
Students are assigned three types of assignments, plus a tutoring requirement:

Précis
100 possible points
Due in two installments: mid-semester & end of semester

Empirical Data Analysis Project
100 possible points
Due mid-semester

Service Learning Project
100 possible points
Due at the end of the semester

Tutoring Requirement
50 possible points
Students are required to consult the online embedded tutor before submitting written assignments. More details below.
Your total number of points earned will be divided over 350 to determine your final grade.

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>% Range</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
</tr>
<tr>
<td>D</td>
<td>60-69</td>
</tr>
<tr>
<td>F</td>
<td>0-59</td>
</tr>
</tbody>
</table>

***Tardy individual assignments will be graded based on quality, then given half the credit they would have earned had they been turned in on time. All written assignments must be submitted via Blackboard as a PDF attachment.***

**Précis**

*Designed to develop: Critical Thinking Skills, Written Communication Skills, Empirical Skills & Social Responsibility*

Précis demonstrate students’ close reading of texts. Each précis is worth up to 10 points. You are expected to complete ten précis over the course of the semester, for a total of 100 possible points. There are suggested readings in some of the modules. These are not required—however, you can earn two extra credit points for every suggested reading that you write a synthesis paragraph for and include in your précis. Make sure to write your extra credit synthesis paragraphs in *red font*, so it is immediately identifiable by the tutor/grader/professor.

Each précis should be written in the following format:
- One paragraph with a word length of 250-350 words for each author/reading (about a half page per author/reading). The name of the author and reading should be explicitly named in each paragraph. Each paragraph should including a maximum of 50 words of direct quotations since the primary purpose of this assignment is to synthesize key arguments (not simply reiterating them).
- A concluding paragraph relating the different argument’s to each other (comparing, contrasting, evaluating) and including the students’ own critical perspectives.
- At the end of each précis, students should include a written question. Written questions demonstrate students’ active engagement with texts and are intended to stimulate discussion. Questions should be 50-150 words. Students are encouraged to make direct references to the text, providing direct quotations and page numbers. However, direct quotations may account for no more than half of the entire question. The professor will select questions to present to the class for discussion.
- Single space, Times New Roman, 12 pt. font, and 1” margins.
- Since you are naming the reading and author in the body of your writing, no works cited is necessary.

The “first installment” of précis are due **Friday, March 8, at 11:59pm**. Five précis are required for this assignment. You may pick five out of the first eight modules for which to write précis. You may also choose to complete précis for up to all eight of the first eight modules. Any précis completed above and beyond the first five will be awarded extra credit. Thus, up to 94/50 points can be earned on this assignment (by completing extra précis and including all suggested
readings). The précis should be collated and saved in one PDF document. Please label each module.

The “second installment” of précis is due **Friday, May 3, at 11:59pm**. Again, five précis are required for this assignment. You may pick five out of the remaining seven modules (Module 9-Module 15) for which to write précis. Any précis completed above and beyond the first five will be awarded extra credit. Thus, up to 84/50 points can be earned on this assignment (by completing extra précis and including all suggested readings). The précis should be collated and saved in one PDF document. Please label each module.

**Empirical Data Analysis Project**

*Designed to develop: Critical Thinking Skills, Written Communication Skills, Empirical and Quantitative Skills & Social Responsibility*

For this assignment, students are required to pick a disease of global importance. Students will collect epidemiological data regarding the global burden of disease. Subsequently, students will create a causal pie diagram including social causes of disease. Furthermore, students will conduct ethnographic research by interviewing at least one patient or health care provider with first-hand experience of the disease. Finally, based on the results of their research, students will write up a critical analysis that includes suggestions for reaching health care equity and social justice. A separate instruction document, along with examples from past semesters, are posted on the Course Materials page of Blackboard. Please follow the instructions closely. This is due along with your “first installment” of précis on **March 8 at 11:59pm**.

**Service Learning Project**

*Designed to develop: Critical Thinking Skills, Written Communication Skills & Social Responsibility*

For your service learning requirement, the course is partnering with Amigos del Valle, Inc. Amigos del Valle has 12 centers across the Rio Grande Valley, as well as dozens of routes for meal deliveries to seniors. The Executive Director wants students to know the following: “Our program consists of congregate and home delivered meals with some concentration on nutrition education and exercise activities. We also provide a friendly face and a safety check along with our home delivered meal. In some cases, we find the senior home alone and in some type of isolation. Our driver becomes that friendly visit with some interaction.”

This semester, you will be using the Engagement Zone platform to sign up and track your hours for your Servicing Learning placement at Amigos del Valle. We will be receiving technical assistance and training from a Service Learning Ambassador before beginning our service requirement. The Ambassador will be available to answer any questions throughout the semester with regard to how to wign up for the site placement and how to track your service hours. For a listing of sites, visit [https://ez.utrgv.edu/need/?agency_id=49538](https://ez.utrgv.edu/need/?agency_id=49538).

Your site supervisor within Amigos del Valle, Inc. is Anita Jenny in the Nutrition Department. If you have any questions regarding the organization or your service learning role within it, her email is ajenny@advrgv.org and her office number is 956-213-9400. She may also be reached on her agency cell phone number 956-605-4227.
Each student will conduct at least 12 hours of hands-on, service learning at Amigos del Valle, Inc. Throughout your service learning experience, you will keep a SL Journal with your guided reflections (see below) about the agency, health and healthcare in your community, and connections between your fieldwork experience and the class material. Your hours will be verified on Engagement Zone by the site supervisor at the end of the semester.

**Community Health Service Learning Journal (100 points):**
This is due along with your “second installment” of précis on Friday, May 3, at 11:59pm.

**Entry 1: Your Expectations and Learning Goals**

In the first journal entry, discuss your learning goals for this experience. What do you want to learn about? What do you want to know? Be as specific as you can. Go back to this entry over the course and revise and elaborate your goals. You may go into the placement wanting to know one thing and then find something else that grabs your interest. That is OK but you should discuss that change in later entries. Also, discuss your expectations, fears, concerns and pre-existing attitudes about the client population, disease, or health care setting. This journal forms your “baseline” and can be used to gauge your intellectual development over the quarter. Go back and “visit” this entry in a couple of weeks. How have you, your thinking, and learning goals changed?

**Entry 2 and 3: The Placement Setting and the Structure of Health Care**

In these entries you should focus your comments and analysis on your placement site as a provider of health care. First, describe your placement site as best you can. What is its history, what are its goals, and how does it accomplish these goals? Describe its name, location, the physical setting, appearance, and how its space is organized. What activities (therapy, intake, socializing, eating, etc.) take place normally and where do these occur? What are your responsibilities at the site and how do they relate to the agency’s therapeutic goals? 2) Describe the kinds of professional (or volunteer) staff who work there. What kind of work do they do there? What are the age, sex, ethnic group, social class characteristics of the staff (as best as you can determine)? 3) Explicitly discuss how health and/or disease relates to your placement site. What constitutes “health care” in your site? What constitutes “treatment success” in your placement agency (e.g., is it healing? Maintenance? Basic functional ability to permit independent living?)

**Entries 4 and 5: The Client Population**

In these entries you will focus your comments on the people who use your health care site. You should strive throughout these fifteen weeks to examine this placement through the eyes of those it serves (the clients). The longer you interact with people, the more comfortable you will become with them. As much as possible, and I know this varies considerably from site to site, get acquainted with and talk to people. This can be difficult at times but I want you to try anyway. Don’t be afraid of people! Don’t approach people as an authority figure who can “give” them something, but as a student who has something to learn from them. Ask questions—what would you like to know about them?
1) Describe the client population in terms of age, sex, ethnicity, social class.
2) What are the health problems that you see? Go beyond a strict clinical diagnosis (e.g., “Alzheimer’s Disease”) and look at the functional, emotional, social, and economic aspects of the health problem. What is the sufferer’s experience with his or her medical condition—what do they think are their biggest obstacles and problems associated with their condition? Do they see their health problems in the same way as you?
3) How are people coping with their health problems?
4) How do people feel about coming to this agency or site? Is it something they dread, enjoy, look forward to? Why? How do people act when they are there? What are the behavioral expectations for the clients? Is there an attempt on the part of the agency to change a person’s behavior?
5) Go to the library, find, and read at least two published papers that address the health problems of this population group (e.g., disability among Mexican Americans). Explain how the findings in these papers shed light on your observations at your placement.

Entry 6: Lessons Learned

This entry should be structured as a letter to the Agency Director (or your agency supervisor) and should lay out clearly the lessons you have learned through this experience. I expect that you will have learned many things and you should discuss them all (and explain why they were important things to learn). You should draw on concepts and class materials appropriately when making a point. You should also, based on your knowledge from the course, comment on how well the agency accomplishes its goals. What kinds of suggestions do you have for improvement? Explain fully.

Tutoring Requirement
This course has an online embedded tutor. The tutor’s role is to provide comments and feedback on all written assignments so that students have the opportunity to revise and improve their work before submitting assignments to the professor for grading. This structure is designed to insure that students earn the highest possible grade for their work.

Students must submit both their collated “first installment” précis and their Empirical Data Analysis Project to the online embedded tutor by Friday, February 22, at 11:59pm. Subsequently, students must submit both their collated “second installment” précis and Community Health Service Learning Journal to the online embedded tutor by Friday, April 19, at 11:59 pm. The online embedded tutor will return your work to you with comments for revision within one week at the very latest. You must fulfill the above tutoring requirement in order to earn 50 points in the class (25 points for mid-semester assignments and 25 points for end-of-semester assignments). However, the above requirement is considered a “minimum” and not a “maximum.” Thus, you may consult the online embedded tutor as many times as you’d like throughout the semester, beginning as many weeks before the deadlines as you like.
Course Layout

MODULE 1: Introduction to Interdisciplinary Approaches in Global Health
Monday lecture on:
Gostin, Lawrence. Global Health Law. (P. xi-xvi, 1-9)

*Suggested reading for extra credit:*

MODULE 2: Toward a Transformative Agenda for Health Equity
Monday lecture on:

*Suggested reading for extra credit:*

MODULE 3: Globalized Health Hazards and The Need for Collective Global Action
Monday lecture on:
Vogel, Sarah A. Is it Safe?: BPA and the Struggle to Define the Safety of Chemicals. (Pp. 175-212)

*Suggested reading for extra credit:*

MODULE 4: Global Governance for Health: International Trade, & Intellectual Property
Monday lecture on:
MODULE 5: The Role of Global Organizations on Human Health
Monday lecture on:

MODULE 6: Health Economics Perspectives
Foley, Ellen E. Your Pocket is What Cures You: The Politics of Health in Senegal. (Pp.84-95)
Quelch, John A. Consumers, Corporations, and Public Health. (Pp. 31-54)
Gostin, Lawrence. Global Health Law. (Ch. 129-173)

Suggested:

MODULE 7: Approaches for Responding to Public Health Emergencies of International Concern
Monday lecture on:

Suggested reading for extra credit:
Szklo, Moyses and F. Javier Nieto. Epidemiology: Beyond the Basics. (Pp. 3-39)

MODULE 8: Critical Perspectives on the Global Response to Tobacco and Pandemic Influenza
Monday lecture on:

Suggested reading for extra credit:
MODULE 9: Health and Human Rights: Human Dignity, Global Justice, and Personal Security  
Monday lecture on:  

MODULE 10: AIDS and the Quest for Global Social Justice  
Monday lecture on:  
Biehl, João. Will to Live: AIDS Therapies and the Politics of Survival. (Pp. 105-139)  
Mojola, Sanyu. Love, Money, and HIV: Becoming a Modern African Woman in the Age of AIDS. (Pp. 32-50)  

Suggested reading for extra credit:  

MODULE 11: Health and International Migration  

Suggested reading for extra credit:  
Review of: Aspirations and Uncertainties of Medical Labor Migrants  

MODULE 12: The “Silent” Pandemic of Noncommunicable Diseases—Starvation and Hunger  
Nestle, Marion and Malden Nesheim. Why Calories Count: From Science to Politics. (Pp. 113-129, 139-149)  
Brewis, Alexandra A. Obesity: Cultural and Biocultural Perspectives. (Pp. 48-83.)  

Suggested reading for extra credit:  
MODULE 13: Mental Illness
Tuesday, April 17 lecture on:
Luhrmann, T.M. Of Two Minds: The Growing Disorder in American Psychiatry. (Pp. 266-293)
Jenkins, Janis H. Extraordinary Conditions: Culture and Experience in Mental Illness. (Pp. 1-20)

WEEK 14: The Global Political Economy of Surrogacy
Tuesday, April 24 lecture on:
Deomampo, Daisy. Transnational Reproduction: Race, Kinship, and Commercial Surrogacy in India. (Pp. 27-94)

Suggested reading for extra credit:

WEEK 15: Imagining Global Health with Justice
Tuesday, May 1 lecture on:

UTRGV Policy Statements

STUDENTS WITH DISABILITIES:
Students with a documented disability (physical, psychological, learning, or other disability which affects academic performance) who would like to receive academic accommodations should contact Student Accessibility Services (SAS) as soon as possible to schedule an appointment to initiate services. Accommodations can be arranged through SAS at any time, but are not retroactive. Students who suffer a broken bone, severe injury or undergo surgery during the semester are eligible for temporary services.

Pregnancy, Pregnancy-related, and Parenting Accommodations
Title IX of the Education Amendments of 1972 prohibits sex discrimination, which includes discrimination based on pregnancy, marital status, or parental status. Students seeking accommodations related to pregnancy, pregnancy-related condition, or parenting (reasonably immediate postpartum period) are encouraged to contact Student Accessibility Services for additional information and to request accommodations.
**Student Accessibility Services:**
**Brownsville Campus**: Student Accessibility Services is located in Cortez Hall Room 129 and can be contacted by phone at (956) 882-7374 (Voice) or via email at ability@utrgv.edu. **Edinburg Campus**: Student Accessibility Services is located in 108 University Center and can be contacted by phone at (956) 665-7005 (Voice), (956) 665-3840 (Fax), or via email at ability@utrgv.edu.

**MANDATORY COURSE EVALUATION PERIOD:**
Students are required to complete an ONLINE evaluation of this course, accessed through your UTRGV account (http://my.utrgv.edu); you will be contacted through email with further instructions. Students who complete their evaluations will have priority access to their grades. Online evaluations will be available on or about:

- **Module 1** February 13 – 19
- **Module 2** April 10 – 16
- **Full Spring Semester** April 10 – May 1

**ATTENDANCE:**
Students are expected to attend all scheduled classes and may be dropped from the course for excessive absences. UTRGV’s attendance policy excuses students from attending class if they are participating in officially sponsored university activities, such as athletics; for observance of religious holy days; or for military service. Students should contact the instructor in advance of the excused absence and arrange to make up missed work or examinations.

**SCHOLASTIC INTEGRITY:**
As members of a community dedicated to Honesty, Integrity and Respect, students are reminded that those who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and expulsion from the University. Scholastic dishonesty includes but is not limited to: cheating, plagiarism (including self-plagiarism), and collusion; submission for credit of any work or materials that are attributable in whole or in part to another person; taking an examination for another person; any act designed to give unfair advantage to a student; or the attempt to commit such acts. Since scholastic dishonesty harms the individual, all students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced (Board of Regents Rules and Regulations and UTRGV Academic Integrity Guidelines). All scholastic dishonesty incidents will be reported to the Dean of Students.

**SEXUAL HARASSMENT, DISCRIMINATION, and VIOLENCE:**
In accordance with UT System regulations, your instructor is a “Responsible Employee” for reporting purposes under Title IX regulations and so must report any instance, occurring during a student’s time in college, of sexual assault, stalking, dating violence, domestic violence, or sexual harassment about which she/he becomes aware during this course through writing, discussion, or personal disclosure. More information can be found at www.utrgv.edu/equity, including confidential resources available on campus. The faculty and staff of UTRGV actively strive to provide a learning, working, and living environment that promotes personal integrity, civility, and mutual respect that is free from sexual misconduct and discrimination. If students, faculty, or staff would like confidential assistance, or have questions, they can contact OVAVP (Office for Victim Advocacy & Violence Prevention) at 665-8287, 882-8282, or OVAVP@utrgv.edu.

**COURSE DROPS:**
According to UTRGV policy, students may drop any class without penalty earning a grade of DR until the official drop date. Following that date, students must be assigned a letter grade and can no longer drop
the class. Students considering dropping the class should be aware of the “3-peat rule” and the “6-drop” rule so they can recognize how dropped classes may affect their academic success. The 6-drop rule refers to Texas law that dictates that undergraduate students may not drop more than six courses during their undergraduate career. Courses dropped at other Texas public higher education institutions will count toward the six-course drop limit. The 3-peat rule refers to additional fees charged to students who take the same class for the third time.

**STUDENT SERVICES:**
Students who demonstrate financial need have a variety of options when it comes to paying for college costs, such as scholarships, grants, loans and work-study. Students should visit the Students Services Center (U Central) for additional information. U Central is located in BMAIN 1.100 (Brownsville) or ESSBL 1.145 (Edinburg) or can be reached by email (ucentral@utrgv.edu) or telephone: (888) 882-4026. In addition to financial aid, U Central can assist students with registration and admissions.

Students seeking academic help in their studies can use university resources in addition to an instructor’s office hours. University Resources include the Learning Center, Writing Center, Advising Center and Career Center. The centers provide services such as tutoring, writing help, critical thinking, study skills, degree planning, and student employment. Locations are:

- Learning center: BSTUN 2.10 (Brownsville) or ELCTR 100 (Edinburg)
- Writing center: BLIBR 3.206 (Brownsville) or ESTAC 3.119 (Edinburg)
- Advising center: BMAIN 1.400 (Brownsville) or ESWKH 101 (Edinburg)
- Career center: BCRTZ 129 (Brownsville) or ESSBL 2.101 (Edinburg)