Resource Materials
All materials will be provided and submitted via Blackboard.

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. 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.

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.

**Grading Policies**
Students are assigned two types of assignments, each worth 50% of the student’s grade.

Précis 50%
Empirical Data Analysis Project 50%

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

Students are required to turn in fifteen written précis to be turned in by **July 6 at 9pm**. The class is self-paced, so there are no specific deadlines for individual assignments; however, all assignments must be turned in by **July 6 at 9pm**. All written assignments must be submitted via Blackboard. When turning in written assignments, please save them in .doc or .pdf format, and label them “SurnameInitial assignment_type #.file_type”

For example:
GarzaF précis 3.doc

Précis identify the key points of each reading’s argument, while also relating the different arguments to each other (comparing, contrasting, evaluating), and including the students’ own critical perspectives. This assignment develops students’ empirical skills by requiring them to identify connections between elements from the reading and the world around them, specifically drawing from their personal lived experiences and observations of their communities. Précis are 250-350 words per reading, including a maximum of 50 words of direct quotations. *(For example, in Module 1, there are two readings, so 500-700 words are required. In Module 6 there are three readings, so the précis should be 750-1,050 words.)* Précis demonstrate students’ close reading of texts. Students will receive feedback to help develop writing skills, including how to clearly and succinctly identify primary themes, and how to conduct a meta-analysis of discursive engagements among texts.
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 is posted on the Course Materials page of Blackboard. Please follow the instructions closely. Remember, this is due **July 6 at 9pm**.

**Extra Credit**

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

Précis for suggested readings are worth one extra credit point per reading. There are thirteen possible extra credit points available. Please attach ALL extra credit responses to ONE SINGLE email to Rosalynn.Vega@utrgv.edu by **July 6 at 9pm**.

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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.

**MODULE 1: Introduction to Interdisciplinary Approaches in Global Health**

Monday lecture on:


*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
Monday lecture on:
MODULE 12: The “Silent” Pandemic of Noncommunicable Diseases—Starvation and Hunger
Monday lecture on:
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
Monday 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)

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

Suggested reading for extra credit:

MODULE 15: Imagining Global Health with Justice
Monday lecture on:
Davis, Joseph E. and Ana Marta González. To Fix or to Heal: Patient Care, Public Health, and the Limits of Biomedicine. (Pp. 307-318)
Metzl, Jonathan M. Against Health: How Health Became the New Morality. (Pp. 195-203)
**Students with Disabilities**

If you have a documented disability (physical, psychological, learning, or other disability which affects your academic performance) and would like to receive academic accommodations, please inform your instructor and contact Student Accessibility Services to schedule an appointment to initiate services. It is recommended that you schedule an appointment with Student Accessibility Services before classes start. However, accommodations can be provided at any time.

**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.

**Attendance and Class Participation**

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. Laptops and other computing devices are not permitted in the classroom (unless permission is granted; contact the professor if you need computing-related accommodations) as they may be distracting to fellow students.

**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, 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 in an environment free from sexual misconduct and discrimination.
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.