

**Global Women's Health  
WS 3375 / 25944  
Spring 2021**

**Syllabus**

**HEALTHY WOMEN =  
HEALTHY COMMUNITIES**

**Professor: Dr. Maissa Khatib**

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**Phone: (915) 747-7031**

**Prerequisite: None**

**Class Place & Time: Online**

**Office Hours: Monday 3:00-5:00**

**& by appointment via Zoom/ Microsoft Teams**

**DESCRIPTION**

Global Women's Health will cover an overview of current health topics pertinent to women in the 21st century. The course will cover the basic politics and economics connected to women's health in the United States and globally. As we have been witnessing an influx of migration to the United States and European countries, it is essential to shed light on the health needs of this population. Millions of people from every corner of the globe leave their home country running away from life-threatening living conditions and many health risks. Through this course, we will look at the health issues facing recent immigrant women, their nutrition and mental health, and their access to health care services. Students in this course will examine this population's acculturation to and reception by host communities. Students will have the opportunity to research health issues among a group of people in a selected country to develop public health outreach materials in response to the needs of the selected population.

- ❖ **Email Protocol:** When e-mailing me please sign your first and last name at the end of each email so that I know who you are. Indicate the class you are enrolled in and your topic or question in the email's subject line. When emailing a file, label your document with your Last Name, First Name.

**FORMAT:** Lecture. This course is designed to create a highly engaging learning environment based on the following principles: empowerment, mutual learning, courtesy, compassion, motivation, trust, and respect. Every module will cover one of the course topics for the week. During the week, students will deepen and broaden their understanding of the topic through reading assignments, videos, discussion board, and written assignments.

## **REQUIRED TEXTBOOK**

Murray, Ann Firth. (2013). *From Outrage to Courage: Women Taking Action for Health and Justice*. California: Murray. ISBN-13: 978-0615761169

- \* Additional course material is provided on Blackboard.

## **COURSE OBJECTIVES**

Upon successful completion of this course students will be able to:

- Identify critical health issues affecting women globally;
- Interpret various types of health-related studies and statistical information
- Recognize some of the strategies and programs that non-governmental organizations are using to address women's health issues in other countries, mainly poorer countries;
- Articulate the ways gender, race, class, ability, religion, age, nationality, and sexuality intersect to impact the construction of identity, stereotypes, prejudice, discrimination, and privilege in contemporary societies (WGS)
- Communicate effectively demonstrating a sense of responsibility, empowerment, and connection with women globally developing global awareness (UTEP Edge Advantages)

## **COURSE ASSESSMENT**

- Documentary Review: 100 points
- Response Paper: 200 points (two; 100 points each)
- Discussion posts: 300 points (10 discussion posts; 30 each)
- Quizzes: 200 points (4 quizzes; 50 points each)
- Community Outreach: 100 points
- Final Project Report: 100 points

### **Documentary/Video Review:**

Two videos will be provided for this assignment. You need to submit a well-written review based on the videos. Your review should be 300-500 words. Paper must be double spaced, properly referenced using APA style (where applicable), proofread, and page numbered. Use font size 12, Times New Roman or Ariel font style.

#### **Documentary Review Elements:**

- A. Give details of the documentary: title, intended audience, & purpose of the documentary/video;

- B. State your prior knowledge of the subject: did you anything about the subject before you watched the documentary/video, what did you expect to see, & what questions did you have or do you still have; and
- C. Reflect: Did you like the material/content/ video quality, have you learned from it, which part of the documentary/video do you like the most, • Was there anything that surprised you? What are the drawbacks of the documentary? Would you recommend this documentary to your friends? Why?

**Response Paper:** Students need to submit two response papers. Each paper will be an academic and personal reaction to the question (s) based on a provided article or video. Response paper must be one page, single-spaced. Please use 1-inch margins on the top, bottom, and sides. The first word in every paragraph should be indented one half inch. Use Times New Roman, font size 12.

**Discussion Posts:** The discussions are directly related to the assigned readings. Upon completion of the assigned readings, you are expected to engage in an ongoing discussion/debate with your classmates. Your contribution to the discussion forums will be graded for quality and a detailed analysis linking the material to current similar issues, experience, or readings. In all cases, students must include in-text citations and provide a full bibliography/works cited at the end of their post for all references mentioned in the post utilizing APA (American Psychological Association) citation format. You must submit three posts per week: one initial post and two responses to different peers' initial posts (more detailed instructions for posts will be provided in the discussion forum prompt).

### **Quizzes:**

You will have four quizzes. Every 3 to 4 weeks, you will take a quiz. Quizzes will consist of multiple choice questions. Questions will be based on the readings. You will have more details provided in the quiz announcement.

### **Community Outreach:**

For this assignment, you need to engage with your community and deepen your understanding of women's health and human rights in your society or local community. In your own town or region, locate a health organization that is working on one or more of the issues/ topics highlighted in this class. Interview people at the organization. You need to write a short report of 4-5 thoughtful paragraphs about the organization. Make sure to include the following in your report:

1. What is the name of the organization and the name of the people you interviewed?
2. What is the organization's mission or goal?

3. How does this organization carry out its work?
4. What is your sense of the effectiveness of this organization / group?
5. Include one or more images to illustrate the organization and its work.

## **Final Project Report:**

Students should produce a four- page report based on their awareness/prevention campaign about a health policy/ disease affecting women's health locally, nationally, or internationally. It can be a health policy brief or a public health campaign. The intention of generating this report should be well organized and informative (like a factsheet). For both options, think about what one would prepare for a letter to teach and stimulate conversation with stakeholders. This is a chance for the student to practice effective public health communication through investigating their selected topic of interest more deeply and organizing materials in a way that would facilitate educating stakeholders and peers in class. The report should have a small bibliography with relevant articles and websites. Grade will be based on the quality of the report in terms of accuracy, references to peer-reviewed literature, comprehensiveness, objectivity, creativity/ visual aid and grammar/spelling. Report must be double spaced, font size 12, properly referenced using APA style (where applicable), proofread, and page numbered. Use Times New Roman or Ariel font style.

## **Written Assignments:**

Turning in a bad paper for an **F OR** inadequate assignments are still far better than not turning it in and earning a zero. Examples of paper and discussion grading scales would be:

- "A" paper: well-written and organized, has a substantial and interesting thesis, demonstrates strong argumentation, is well backed by the proper use of evidence, gets facts right, and displays originality of thought and interpretation. An "A" is earned in discussion by demonstrating knowledge of the assigned materials and substantial thought about those materials, and by interacting productively on postings with the thoughts, ideas and questions of one's classmates.
- "B" paper: lacking in one or two of the qualities above: perhaps it is well-written and organized, displays originality of thought, and uses good evidence, but does not have very strong argumentation. A "B" is earned in discussion by demonstrating a good knowledge of the assigned materials, and by interacting productively with the ideas of one's classmates.
- "C" paper: fulfills the assigned task, but may have problems with writing and organization, or may be lacking in evidence. A "C" is earned in discussion by participating productively even while showing that one has not read or viewed assigned materials thoroughly.
- "D" paper: partially fulfills the assigned task, but has substantial problems, such as the lack of a thesis, or poor writing and organization. There may be an opportunity for re-

writing the paper that earns a "D", if the paper is submitted prior to the final due date and at my discretion. A "D" is earned in discussion failing to post several required assignments or responding to peer comments.

- "F" paper: does not fulfill the assigned task. There may be an opportunity for re-writing a paper that earns an "F", if the paper is submitted prior to the final due date and at my discretion. Absence from discussion earns a grade of zero. An "F" in discussion is earned in failing to post most assignments timely or not responding to peer comments.

❖ **Keep copies of all submitted assignments until grades are posted.**

❖ Please refer to this link for APA citation format:  
<https://owl.english.purdue.edu/owl/resource/560/01/>

## **GRADING SCALE**

Grades earned on each assignment/test will be added together to reflect the total number of points earned in the course. Below is the overall point scale for the course. The passing grade for this course is a D. Total Points possible for the term is 1000 points.

900-1000= A	70-79 = C	0-59 = F
80-89 = B	60-69 = D	

## **CLASS AND UNIVERSITY POLICIES:**

- Drop Policy

I do not automatically drop students even after missed major assignments. You must initiate the drop yourself.

Each semester has a drop date beyond which an instructor can no longer drop a student with a "W." Students who fail to attend or fulfill assignments are the drop date must necessarily receive an "F." If, however, an event of exceptional circumstances occurs and with the approval of the course instructor and the academic dean, a grade of "W" may be obtained. The student is responsible for supply written documentation to support the request for a "W." Acceptable reasons for a "W" include: personal or family medical emergencies, death of family member, military leave, or an exceptional work schedule that prevents completion of the course.

**BE MINDFUL OF COURSE DROP DATE!**

Be aware, also, of the six-course drop limit. According to the Texas Education Code, “all first-year students enrolled for the first time at any Texas public college or university are limited to six drops during their academic career. This includes student and faculty initiated drops and courses dropped at other Texas public institutions. This policy does not apply to courses dropped prior to census day or to complete withdrawals.” So, keep your college experience on the right track by completing assignments and courses.

- Academic Dishonesty Statement

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another person's as ones' own. And, collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. Violations will be taken seriously and will be referred to the Dean of Students Office for possible disciplinary action. Students may be suspended or expelled from UTEP for such actions.

- Notice of Safe Assign: This course will utilize third party software that has the ability to automatically detect plagiarism on documents submitted for grading.
- Copyright Notice: Many of the materials that are posted within this course are protected by copyright law. These materials are only for the use of students enrolled in this course and only for the purpose of this course. They may not be further retained or disseminated.
- Disabled Student Statement: If a student needs an accommodation then the Center for Accommodations and Support Services (CASS) at UTEP need to be contacted. If you have a condition, which may affect your ability to perform successfully in this course, you are encouraged to discuss this confidentially with the instructor and/or the director of the CASS. Below is the CASS contact information:

The University of Texas at El Paso, CASS  
500 W. University Ave.  
Union Building East Room 106  
El Paso, Texas 79968

Phone:(915) 747-5148  
cass@utep.edu

## TECHNOLOGY ISSUES:

We will use Blackboard as this class is a technology-enhanced course.

I will not provide technical assistance. Rather, you should familiarize yourself with the assistance available to you whenever you have problems. You should also ensure that you have the appropriate hardware and software.

- Technical Assistance: Please see the "Tech Support" link in the left side menu of Blackboard.
- Hardware Requirements: Please see the "Getting Started" link in the left side menu of Blackboard.
- Software Requirements: Please see the "Getting Started" link in the left side menu of Blackboard

### **Important Dates**

<b>January 19</b>	Spring classes begin
<b>January 19-22</b>	Late Registration Period
<b>February 3</b>	Spring Census Day
<b>March 15-19</b>	Spring Break-No Classes
<b>March 26</b>	Cesar Chavez Holiday- No Classes Spring Study Day- No Classes
<b>April 1</b>	Spring Drop/Withdrawal Deadline
<b>April 2</b>	Spring Study Day- No Classes
<b>May 7</b>	Dead Day- No Classes
<b>May 10-14</b>	Spring Final Exams

## TENTATIVE COURSE CALENDAR

Week	Readings	Assignment/Assessment
One	Read the syllabus thoroughly Introductions	Introduce yourself through <b>Discussion Forum A</b>
Two	Read the Foreword, Prologue, & chapter 1 of Murray Read and view posted material on Blackboard for week two module	<b>Discussion Forum 1</b>
Three	Read chapter 2 of Murray, From Outrage to Courage Read and view posted material on Blackboard for week three module	Response Paper one
Four	Read chapter 3 of Murray, From Outrage to Courage Read and view posted material on Blackboard for week four module	Quiz one <b>Discussion Forum 2</b>
Five	Read chapter 4 of Murray, From Outrage to Courage Read and view posted material on Blackboard for week five module	<b>Discussion Forum 3</b> Documentary Review
Six	Read chapter 5 of Murray, From Outrage to Courage Read and view posted material on Blackboard for week six module	<b>Discussion Forum 4</b>
Seven	Read chapter 6 of Murray, From Outrage to Courage Read and view posted material on Blackboard for week seven module	Quiz two
Eight	Read chapter 7 of Murray, From Outrage to Courage Read and view posted material on Blackboard for week eight module	<b>Discussion Forum 6</b> Response Paper two
Nine	Read chapter 8 of Murray, From Outrage to Courage Read and view posted material on Blackboard for week nine module	<b>Discussion Forum 7</b>
Ten	Read chapter 9 of Murray, From Outrage to Courage Read and view posted material on Blackboard for week ten module	Quiz three
Eleven	Read chapter 10 of Murray, From Outrage to Courage Read and view posted material on Blackboard for week eleven module	<b>Discussion Forum 8</b>
Twelve	Read and view posted material on Blackboard for week twelve module	Community Outreach Report; <b>Discussion Forum 9</b>
Thirteen	Read and view posted material on Blackboard for week thirteen module	<b>Discussion Forum 10</b>
Fourteen	Read and view posted material on Blackboard for week fourteen module	Quiz four
Fifteen	Read/ view posted material on Blackboard for week fifteen module	Final Project Report



