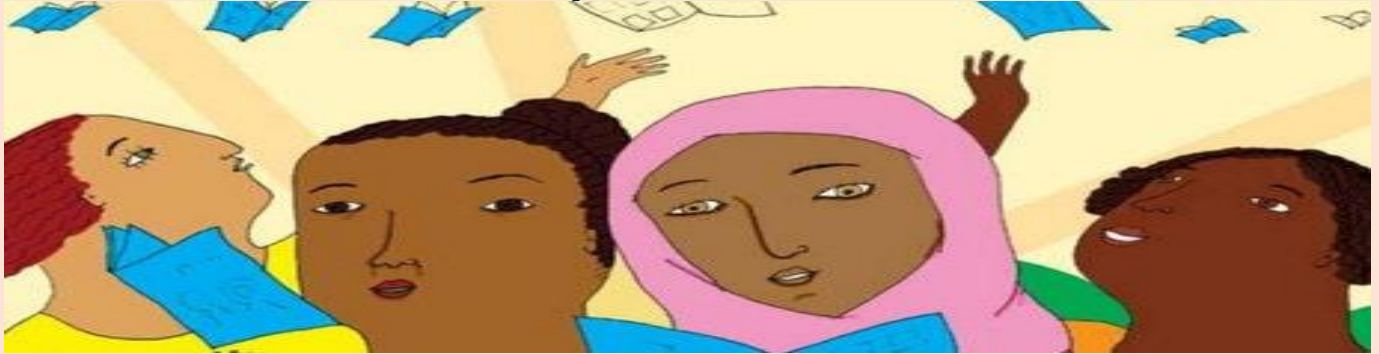


**Global Women's Health
WS 3390 / 26547
Spring, 2019**

Syllabus



Professor: Dr. Maissa Khatib
Office: Liberal Arts 230

Email: mkhatib@utep.edu
Phone: (915) 747-7031
Office Hours: Monday 3:00-4:00
& by appointment

Prerequisite: None
Class Place & Time: Online

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 of an immigrant group of their choice and develop public health outreach materials in response to the needs of the selected immigrant group.

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: Seminar/ workshop. 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 Tuesday, the topic of the week is introduced. During the week, students will deepen and broaden their understanding of the topic through assignments and discussion board on Blackboard

REQUIRED TEXTBOOK

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

- * Additional reading 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
- Deepen their understanding of a selected topic / immigrant group or a region
- Communicate effectively demonstrating a sense of responsibility, empowerment, and connection with women globally

COURSE ASSESSMENT

- Documentary Review: 10 %
- Response Paper: 20 % (two; 10 % each)
- Discussion posts: 30 % (10 discussion posts; 3 % each)
- Quizzes: 20 % (4 quizzes; 5% each)
- Individual Presentation: 10 %
- Final Project Report: 10%

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
- 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.

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.

Individual Presentation:

Students will research further and prepare a PowerPoint or Prezi presentation of substance with narrative, effects, graphics, multi-media, etc., about a women's health issue in the United States or another country. The presentation is one part of a public health campaign for awareness and prevention. Final report is the other part of this project. This is a formal presentation that each student will give in class. Its purpose is to give students an opportunity to develop an awareness/prevention campaign and educate others about women's health needs of a selected immigrant group. The goal of this project is to share evidence-based information. The presentation should include the following elements:

1. A Slogan
2. Overview/ Agenda
3. Selected population and prevalent disease (s)
4. Audience, setting, strategy of the campaign
5. Who should be engaged
6. What is needed to plan and implement the program (campaign)
7. Short-term and long-term outcomes
8. Who is involved in program operations and evaluation
9. Program materials and resources
10. References

Final Project Report:

Students should produce a 4- page report based on their awareness/prevention campaign. The intention of generating this report should be well organized and informative (like a factsheet). 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 the quality of the report in terms of accuracy, references to peer-reviewed literature, comprehensiveness, objectivity, 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 in a corresponding percentage value and divided by the total number of points possible 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 100.

90-100= 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 DATES!

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

Description	Date
Jan 21st	Dr. Martin Luther King, Jr. Holiday – University closed
Jan 22nd	Spring classes begin
Jan 22-25	Late Registration
Feb 6th	Spring Census Day
Mar 18-22	Spring Break
Mar 29th	Cesar Chavez Holiday – No classes
Apr 5th	Spring Drop/Withdrawal Deadline
Apr 19th	Spring Study Day
May 9th	Spring – Last day of classes
May 10th	Dead Day
May 13-17	Spring Final Exams
May 18th	Spring Commencement

❖ This course schedule is subject to change. Students will be notified about any changes via the course announcements Blackboard tool or email.

Week	Readings	Assignment/Assessment
One	Read the syllabus thoroughly Introductions	Introduce yourself through Discussion Forum A
Two	Read the Foreword, Prologue, & chapter 1 of Murray Read and view posted material on Blackboard for week two module before meeting in class on Tuesday	Discussion Forum 1
Three	Read chapter 2 of Murray, From Outrage to Courage Read and view posted material on Blackboard for week three module before meeting in class on Tuesday	Response Paper one
Four	Read chapter 3 of Murray, From Outrage to Courage Read and view posted material on Blackboard for week four module before meeting in class on Tuesday	Quiz one Discussion Forum 2
Five	Read chapter 4 of Murray, From Outrage to Courage Read and view posted material on Blackboard for week five module before meeting in class on Tuesday	Discussion Forum 3 Documentary Review
Six	Read chapter 5 of Murray, From Outrage to Courage Read and view posted material on Blackboard for week six module before meeting in class on Tuesday	Discussion Forum 4
Seven	Read chapter 6 of Murray, From Outrage to Courage Read and view posted material on Blackboard for week seven module before meeting in class on Tuesday	Quiz two
Eight	Read chapter 7 of Murray, From Outrage to Courage	Discussion Forum 6 Response Paper two

	Read and view posted material on Blackboard for week eight module before meeting in class on Tuesday	
Nine	Read chapter 8 of Murray, From Outrage to Courage Read and view posted material on Blackboard for week nine module before meeting in class on Tuesday	Discussion Forum 7
Ten	Read chapter 9 of Murray, From Outrage to Courage Read and view posted material on Blackboard for week ten module before meeting in class on Tuesday	Quiz three
Eleven	Read chapter 10 of Murray, From Outrage to Courage Read and view posted material on Blackboard for week eleven module before meeting in class on Tuesday	Discussion Forum 8
Twelve	Read and view posted material on Blackboard for week twelve module before meeting in class on Tuesday	Individual Presentation; Discussion Forum 9
Thirteen	Read and view posted material on Blackboard for week thirteen module before meeting in class on Tuesday	Individual Presentation; Discussion Forum 10
Fourteen	Read and view posted material on Blackboard for week fourteen module before meeting in class on Tuesday	Individual Presentation
Fifteen	Read and view posted material on Blackboard for week fifteen module before meeting in class on Tuesday	Quiz four & Final Project Report