

Syllabus

Instructor: Dr Silvia Torezani

Course Mode: 100% Online

Course Duration: 8 weeks | August 28 - October 16 2023

Syllabus updated: August 2023

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Overview of the Course

Global processes —such as migration, urbanization, economic interdependence, communication, and environmental change— create the conditions for the rapid spread and increasing impact of a large number of diseases, old and new. To deal with the complicated challenges this raises, new ways of thinking about health are demanded. Ways of thinking that incorporate all people across space and time. The course explores health and disease in global terms. It considers the many overlapping issues associated with variations in the health and disease of individuals and communities, ranging from poverty in the developing world to the most affluent areas of the industrialized societies. The course does, however, have a special focus on the most vulnerable groups, such as the poor, migrants, refugees, and minorities among others. Cross-cultural perspectives help us understand and address disease, the causes and consequences of massive health inequities in the world today, and the effect of global processes on local communities.

*The “CEL” designation for this course stands for “Community Engagement & Leadership” and is part of a new certificate program in the College of Liberal Arts (full details to be provided at the start of the online course). The purpose of this CEL course is to strengthen students’ understanding of their role in society as engaged citizens and to build the knowledge and competencies that will enable them to be socially responsible and participating community leaders. Accordingly, course assignments and assessments are developed in line with the CEL program mission in Liberal Arts, as well as within the broader framework and mission of UTEP’s “Edge Advantages” goals.

Goals for the course are that you will (1) gain a theoretical and practical understanding of how social, cultural, ecological, biological, historical, and political-economic factors interact and underpin global health disparities; (2) have developed a more sophisticated and engaged personal perspective on the issues of social justice and responsibility that are raised by our current global health challenges; (3) be prepared to critically think about health problems in connection with larger social issues; (4) have an understanding of the connections between global and local processes in relation to health; (5) have built online-based communication skills; and 6) have practiced responsible, creative and engaged change-making skills in the community.

There are seven modules. Each module includes specific material that students will need to cover carefully to understand the fundamental issues relevant to this class. A brief outline of the course follows:

- 1 Introduction to Global Health
- 2 Health Systems, Inequalities and Migrants
- 3 Ecology, Health and Politics
- 4 Global Health and Social Justice
- 5 Towards a Paradigm Shift - SARS | COVID-19
- 6 Comparative Health Models
- 7 Global Health and Community Engagement

Learning Outcomes:

- Understand why global health matters
- Understand and be able to identify the interconnections between local and global-processes and their impact on health
 - Identify and apply social justice concepts to the analysis of health inequalities
 - Understand the impact of urbanization, immigration, environmental degradation to health issues
 - Understand how various forms of socio-cultural discrimination (i.e. gender, age, poverty, etc.) impact on health at the local and global levels
 - Understand the relevance of taking culture into consideration for an effective delivery of health care
- Be able to compare and contrast health disparities across different social, cultural and geographic locations
 - Understand the limitations of considering individual health behavior to tackle global and local health disparities
 - Understand the role of structural violence in creating and perpetuating health (and other forms of social) inequalities
 - Understand the fundamental differences between a social justice and a market-based approach to health care
 - Identify potential future-oriented actions towards reducing the gap in global health disparities
 - Engage in producing social change

Required Texts

Students must **purchase four books** for this class. Each week you will be expected to read the equivalent of a whole book and use the content to demonstrate that you have done the required readings thoroughly in your discussion posts and papers.

1. **Farmer, P., & Sen, A. K.** (2008). *Pathologies of Power: Health, Human Rights, and the New War on the Poor*. with a New Preface by the Author. ISBN: 978-0520243262
2. **Crisp, N.** (2010). *Turning the world upside down: the search for global health in the 21st century*. CRC Press. ISBN: 1853159336
3. **Hamdy, S., & Coleman, N.** (2017). *Lissa: A Story about Medical Promise, Friendship, and Revolution*. University of Toronto Press. ISBN: 9781487593476
4. **Kleinman, A., & Watson, J. L.** (2006). *SARS in China: prelude to pandemic*. Stanford University Press. ISBN: 0804753148

The above books are available from the UTEP bookstore. You can also rent or buy them used from a variety of sources online.

Course Communications and Problem Solving

- Course announcements should be the first thing you see when you log onto the course website. Please read these and keep up to date--important information will be communicated to you through these announcements.

- Dr. Torezani can be contacted via Blackboard email (within the course): satorezani@utep.edu. You should allow 24 to 48 hours for response to an e-mail during weekdays and 72 hours for a response to e-mail over the weekend or public holidays. Please e-mail the instructor only about content questions or personal matters that affect a student's ability to complete coursework (such as illness).

Technical Help

For **any** issues relating to technical help, contact the UTEP Student Support Center **24/7 on 1-855-424-0293**. As a student enrolled in a 100% online course (such as this one) **you will have access to 24x7 technical support**. You can find more information under Students Resources on the UTEP Connect website. Make sure that you receive a "ticket" number for your enquiry through the Help Desk, as you will need to provide it to your professor, in case of a technical system-based error that impeded you from submitting your work on time.

Plan and Prepare Ahead of Time

Because of the time delay in responding to e-mails, especially over weekends, it is important for the student to examine content (readings, paper assignments,

etc.) well in advance of due dates and promptly send e-mails to the instructor. The instructor will monitor discussion areas once each weekday, but normally will not intervene or comment unless needed.

Course Modules and Schedule

The content for each of the course modules and the schedule for assignments and due dates are located on the course menu under "Course Content."

Course Work

Course activities will consist of reading, written discussions posted on discussion boards, and long written assignments. In general, it is expected that the course will require approximately 18 hours each week, including reading, exercises, discussions, and all other activities. **Please remember that this is a compressed course, and is twice as fast as a regular semester length course.** This is a full course.

- An On-line Course and Syllabus Assignment (Syllabus Quiz), designed to help you understand how to take this on-line course and be aware of the course policies, including form and time of assignment submission and grading.
- Five weekly papers, 3-page each, including end references.
- Active and high quality participation in on-line discussion. Discussions include one weekly long post on assigned topics, a minimum of one long reply, and a minimum of one short reply or follow-up (to someone who has commented on your main post).
- Final Research and Community Engagement Project Report. See detailed guidelines on Blackboard.
- Production of a Global Health-relevant Infographic (choice of two topics).

Each of the required assignments is discussed below.

Syllabus Quiz

The syllabus quiz consists of 10 questions, each worth 2 points. The quiz is worth 20 points out of the total grade for the course. It is important that you read the syllabus within the first 48 hours of the start of the course before you take the quiz. **The quiz is due on the Thursday of Week 1 of the course and it closes at 11 pm.** After that time, the system will lock access to the quiz and you will not be able to take it. Please do not leave it to the last day or hour to complete.

Discussion Posts

You are required to participate in weekly on-line discussions. The discussion theme will be provided at the top of each week's discussion forum. There are three components to each discussion posting, all three must be addressed and with quality content in order to receive full credit. The three components together are worth up to 50 points. Below I specify what these components are and the maximum points you can earn per section.

All posts (main and two replies) are due each Saturday by 11pm, unless other-

wise indicated.

1. Main posting (a minimum of 200 words) (up to 35 credit points). You must **submit your Main post first before** your reply posts.

2. Long reply (a minimum of 50 words) (up to 10 credit points).

3. Short replies or follow-up (no minimum length) (up to 5 credit points). Y

Note 1: I will not grade submissions that consist only of reply posts, but no main post. You will receive a grade of zero in such instances.

Note 2: **Week 6 discussion** board is **worth 100 points** (instead of 50) as it is connected to the final assignments. The specific guidelines can be found inside Module 6 in Blackboard.

The deadlines for all aspects of discussion can be found in the course schedule. Please plan your workload carefully. Discussion postings must be in English to ensure mutual communication among participants. Words/phrases in Spanish should be translated in parentheses. These discussion postings will focus on your ideas about the readings, making sure you address each and every aspect of the discussion prompt for the week. Do **NOT** submit your notes or summaries of the readings. Stay within the required length for the assignment.

Discussion postings will be graded according to the following criteria:

- Does the commentary show evidence of having read all the required material? Overall your posts must show evidence that you have completed the assigned readings. This is particularly important in your main post. Please do not use replacement texts (those that are relevant to the topic and you have read on your own or for other classes but are not required for the assignment). In short, you are being strictly graded on how well you demonstrate having covered the required readings for each assignment. Do NOT go outside the required sources, unless explicitly asked for it in the prompt. Make sure to use key examples, concepts, brief and relevant quotes from the assigned readings, always providing the corresponding source citation (author, year, p.#). Correct in-text citations and references at the end of the main posts, further help you demonstrate that you read assigned readings.
- Does the commentary show evidence of thinking about the reading beyond just summarizing it? (This may include extension to new circumstances, contradictory evidence, internal (in)consistency, and analysis of assumptions.)
- Does the commentary include relevant evidence to support its own argument?
- Does the follow-up discussion involve genuine interaction with and replies to other students?
- A discussion that is vague and general will receive zero points, as it indicates that the reading was not effectively done. Do not merely agree/disagree or like your peers' posts. Elaborate on your position based on the required readings.

The standard practice-"netiquette"-for participation in networked discussion requires that all participation be focused on the topic at hand, not become personalized, and be substantive in nature. You may certainly disagree with others, and I hope you do, but you must do so respectfully; you may express strong beliefs or emotions, but keeping in mind how your response is related to the required content to be discussed. Remember that once posted it stays there, so make sure to edit your post before you submit it to the class, for clarity's sake (check the grammar and punctuation) and for politeness, be mindful of your tone and that the words you choose convey what you mean to say respectfully.

Weekly Papers

You are required to submit five weekly papers. Each paper's topic can be found in the assignments' area in Blackboard. Each weekly paper is designed to also help you prepare for the final project; therefore, it is important that you do not miss any submission deadline. Unless specified on the schedule, weekly papers are due on Tuesdays by 11pm. Papers are worth up to a maximum of 100 points each, except for the final project (see details below).

Where to submit: On the Home Page click on Learning Modules link (the gray column to the left). Inside that folder you will see links to each week containing all materials per module (Reading/Study guides, discussions and weekly papers). Go to the "Week# Assignment: Paper" link and you'll be able to submit your assignment via the assignment box.

How to format: Papers should be between 3 full pages in content, including your references source. Two pages and a short paragraph on a third page will cause loss of points. Papers should be double spaced, and submitted by the due time through the assignment function on Blackboard ONLY. **Please submit your papers ALWAYS and ONLY as ".docx" file attachments.** Paper that do not follow the formatting and submission guidelines will incur point deductions.

How are you graded: The criteria for grading weekly papers is as follows,

- Quality of analysis in response to the specific theme and questions for the week
 - Clear and detailed demonstration that the required weekly reading has been carefully covered and thoroughly thought through. All assignments have been designed to be adequately addressed by using the assigned readings. Do **not** replace the due readings or use sources other than the required readings for your weekly papers. You risk a significant loss of points or even a grade of zero.
 - Presentation of a clearly stated main argument on the required topic, which organizes the paper analysis.
 - Supporting your argument/s and statements with evidence from the week's reading material. Unfounded opinion and vague generalizations will not earn you credit points.
 - Using your own words to express the ideas and concepts discussed in the required readings. Direct quotations from the class readings or any other rel-

evant material, needs to be limited. No more than two to four short sentences. More than that and your paper will read like a summary of the reading, which will result in points deduction.

- Proper and careful acknowledgment of the source/s used for your paper. This means that you must cite in-text (author's last name, year, and page number) as well as provide the list of references at the end of your essay.
- Clear grammar and style.
- While length is a good indication of the amount of work needed to earn full credit, it is the quality of the content that counts the most!

Important: I use SafeAssign to check for plagiarism. So, if you plagiarize (copy from other sources, including books, internet, or other students) intentionally or unintentionally, you will be caught and referred to the Dean of Students. Revise that you have acknowledged and listed ALL sources before submitting your papers. Do not plagiarize!

Final Project (Research and Community Engagement Report)

Your final project takes place over the last two weeks of the course and is based on integrating learnings from previous weeks and some extra independent scholarly research on one of two possible topics (see Blackboard for guidelines). Detailed instructions can be found on the Assignments section of the course in Blackboard. I encourage you to start working on it early (on Week 3 of the course). The report is due by the end of Week 6, Saturday 4/22 by 11 PM. The required length of the report is between 6 and 8 pages. Your final project is worth 350 credit points.

Community Engagement Project

Your final research report is connected to the community engagement project, which is an info-graphic on the researched topic and aimed to shared your gained knowledge with the broader community. This assignment is due on the last day of class, on Friday 4/28 by 11 PM via Blackboard. This assignment is worth 250 points.

Learning Reflection (Journal) is a component of your two final assignments for the CEL portion of the course. You will need to document your process of research, learning and development of your info-graphic. The prompt for reflections will be part of the two final assignment guidelines via Blackboard. You will earn 80 points (2 x 40 points). You are encouraged to start the learning reflection early in the semester (week 3) and receive early feedback on the process from your professor.

Graduate Students can take this course upon completion of extra requirements. Their performance throughout the semester and for all assignments is expected to be at a consistent higher level (of B grades at a minimum). Their final paper will be between 15-20 page long. **Please note that it is your responsibility to**

inform me at the beginning of the semester, if you are taking this course as a graduate student. This will allow us both time to discuss your required extra work. I will **not** provide you with extra work at the end of the semester if you did not inform me upon the start of semester of your graduate student status.

Liberal Arts Honors Program [LAHP]. This class has been designated as a Liberal Arts Honors Program [LAHP] course. It has received this designation because it features at least five of the Honors course criteria, which include student leadership, advanced readings and/or reviews, opportunities for intensive writing, opportunities for intensive research, opportunities to utilize technology, opportunities to make extensive use of campus resources, community-based experiences, pre-professional opportunities, and development of critical thinking. In broader terms, this course is honors-designated because of its creativity and/or intellectual rigor, both of which are integral components of the Liberal Arts Honors Program. No additional coursework is necessary for this course to count towards the LAHP Honors minor. If you are not a member of the LAHP, and are interested in the program, please visit the LAHP website at utep.edu/lahp. If you join the Liberal Arts Honors Program, this course will count towards the LAHP minor!

Summary of Graded Assignments and Grading Scale

You can earn a maximum of 1500 credit points in this class. Assignments are listed below.

1. Syllabus Quiz @ 20 points
1. Discussion Posts 5 @ 50 points = 250 points
2. Final Discussion Post @ 100 points
3. Weekly Papers 5 @ 100 points = 500 points
4. Final Research Report @ 300 points
5. Flyer @250 points
6. Learning Reflection (Journal) 2 @ 40 points = 80 points

Total points 1500 points

Students may check their grades in the Grade Centre on Blackboard. The grading scale is as follows,

1350-1500 = A | 1200-1349 = B | 1050-1199 = C | 900-1049 = D | 0 - 899 = F

Supporting Material for the Course

Modules 1 to 5 each have a Reading/Study Guide; Modules 6 and 7 have detailed Instructions for the final assignments, but no study guides, as it is all about your research and creativity. You will find the weekly resources in the Course Content on the Course Main Page on Blackboard.

Some modules have links to video clips that support the content of that specific module. You will find these links at the end of the Study/Reading Guides.

Using the **Study/Reading Guides**

The goal of each lesson is to give you a guideline for close, detailed reading of the books; **this takes the place of lecture from the professor**. Take advantage of it! It will make a big difference in the quality content of your discussions and papers, as this level of detail and understanding is what I am looking for. Please note: you **do not** need to write out answers to the questions (unless that would help you personally) and you **do not** need to submit the answers to the professor. Instead, you should review the questions before you read each set of pages indicated in the book, and have the questions by your side as you read. Not every question can be answered directly in the reading; some are there to make you think or to point out implications rather than direct statements. Experience indicates that many students neglect the course content, but it is there to help you and interest you. It is entirely to your advantage to read it and use it alongside your readings.

The purpose of the video-clips is to provide you with audio-visual materials to enhance the content that you cover in the readings and you are welcome to use them for your discussion posts of relevant topics. However, these videos are in no way a replacement for careful reading of each week's assigned texts and **will not** count towards the grade of your weekly written papers unless you clearly demonstrate that you have covered the required materials!

Course Policies

Writing and Academic Integrity. Standard practices of academic integrity are required in this course. All material submitted must be the student's own work. Ideas and expressions cited from the work of others must be properly acknowledged by providing the in-text citation of your sources for the case of discussion postings, and in-text citations AND list of references at the end of your weekly papers and final project. You can avoid plagiarism by crediting the work of others you use in your writing by, for instance, using quotation marks when using exact words from another sources and providing the author's name year of publication and page number if applicable/available. It is required that you limit the amount of direct quotes you use in your writing, as indicated above. Yet, you are still required to acknowledge the sources you use to build your arguments, even if you do not use the exact words of another author, you need to acknowledge the ideas and concepts. I prefer your own wording, even if somewhat imperfect, to a beautifully written statement made by someone else. The main point of all assignments is so I can evaluate your understanding of ideas and intellectual growth during the course of this class.

Copyright Statement for Course Materials. All materials used in this course are protected by copyright law. The course materials are only for the use of students currently enrolled in this course and only for the purpose of this course. They may not be further disseminated.

Language of Papers. While all discussion postings must be in English for everyone to be able to understand and benefit from these exchanges, the weekly papers and final paper can be submitted in Spanish or English to your professor.

In-Text Citations and List of References. You are required to use APA 7th style for your citations and references. An excellent source of APA 7th style guidelines is available at <http://owl.english.purdue.edu/owl/resource/560/01/>. Please make sure to consult the provided link for more in detail examples on how to cite and reference different types of sources (including journal articles, book sections/ chapters, and webpages).

“Attendance” / Participation in an Online Course. While the course will be largely conducted in an asynchronous mode (students can participate and submit work from anywhere at any hour of the day), it is not a self-paced course. The course schedule will be strictly adhered to, both in the activities for each unit and in the submission of work. Students are responsible for reading all instructions and assignments carefully, and for paying special attention to due dates.

Attendance in an on-line course consists of prompt fulfillment of all class activities. Students are responsible for reading all assignments in the time frame indicated and completing all activities (discussions, papers) within the announced time span. Exceptions will be made ONLY for **documented medical emergencies**.

Due dates and Late Submission Policy. All deadlines are on the course schedule. Late submissions will incur a deduction of 10% per each day they are late up to a maximum of 30% or 3-days. After that your submissions will not be graded. Please plan your work schedule carefully. The course computer will marked submissions as “late” once passed their due times. And I use this as reference. Therefore, submit your work with time to spare. Do not wait until the last minute.

Class dropout. Note that the drop out / withdrawal dates for this course, being 7-week in length, will be different to those of a regular semester. It is students' responsibility to keep track of important university dates, and contact Student Records if necessary if they intend to drop the class, so it is done in due time. I **DO NOT** withdraw students from class.

University Policies

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 one's own. And, collusion involves collaborating with another person to commit any academically dishonest act. Any act of acad-

emic 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.

Academic Assistance and Disability Statement. In section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990, if a student needs an accommodation then the Office of Disabled Student Services located 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 in confidence with the instructor and the director of the Center for Accommodations and Support Services (CASS). You may call 915-747-5148 for general information about the American with Disabilities Act and the rights that you have as a UTEP student with a disability. You also can visit the DSSO website at www.utep.edu/dsso or the CASS office in Room 108 East Union Building. Individuals with disabilities have the right to equal access and opportunity. It is the student's responsibility to contact the instructor and The Center for Accommodations and Support Services at The University of Texas at El Paso.

COURSE SCHEDULE

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Your weekly assignments' deadlines and due readings are inside the course schedule. For more content details please go to the weekly module folders.

WEEK ONE

Readings

1. Crisp, N. Introduction (Ch 1) and Ch 2
2. Farmer, P. Introduction and Ch. 1

Assignments	Due Dates	Due Time - always PM
Syllabus Quiz	Thursday, Aug 31	11:59
Discussion Main Posting	Saturday, Sep 2	11:59
Discussion Long Reply AND Short Follow-Up Posts	Saturday, Sep 2	11:59
Weekly Paper	Tuesday, Sep 5	11:59

WEEK TWO

Readings

1. Crisp, N. Chs. 3, 4 and 5
2. Farmer, P. Chs. 2 and 3

Assignments	Due Dates	Due Time - always PM
Discussion Main Posting	Saturday, Sep 9	11:59
Discussion Long Reply AND Short Follow-Up Posts	Saturday, Sep 9	11:59
Weekly Paper	Tuesday, Sep 12	11:59

WEEK THREE

Readings

1. Farmer, P. Chs. 4, 5, 6 and 8

Assignments	Due Dates	Due Time - always PM
Discussion Main Posting	Saturday, Sep 16	11:59
Discussion Long Reply AND Short Follow-Up Posts	Saturday, Sep 16	11:59
Weekly Paper	Tuesday, Sep 19	11:59

WEEK FOUR

Readings

1. Watson and Kleinman, SARS in China (whole book)

Assignments	Due Dates	Due Time - always PM
Discussion Main Posting	Saturday, Sep 23	11:59
Discussion Long Reply AND Short Follow-Up Posts	Saturday, Sep 23	11:59
Weekly Paper	Tuesday, Sep 26	11:59

WEEK FIVE

Readings

1. Hamdy and Coleman, Lissa: A Story about Medical Promise... (whole book)

Assignments	Due Dates	Due Time - always PM
Discussion Main Posting	Saturday, Sep 30	11:59
Discussion Long Reply AND Short Follow-Up Posts	Saturday, Sep 30	11:59
Weekly Paper	Tuesday, Oct 3	11:59

WEEK SIX

Readings

You will conduct your own research to compare the U.S. Healthcare model with that of another developed (rich) country where universal healthcare is in place (e.g., Germany, France, Australia, Canada, etc.). You will integrate aspects from all the relevant readings covered in class as well as other readings -part of your independent scholarly research-, to make insightful and relevant connections to our current ongoing debate about healthcare access in America. See more detail in the module's assignment guidelines.

Assignments	Due Dates	Due Time - always PM
Final Research Paper and Learning Reflection	Saturday, Oct 7	11:59

WEEK SEVEN

Readings

Based on your research paper, you will turn the main content into an infographic flyer and share it with your own community (e.g., family, friends, neighbors) via social media. This fulfills the CEL component of this course. Remember that you must provide evidence of having shared your flyer. See full instructions inside the week's module.

Assignments	Due Dates	Due Time - always PM
Infographic: Comparative Health Models in Rich Countries	Friday, Oct 13	11:59
Evidence of Infographic having been shared through social me	Friday, Oct 13	11:59
CEL work reflection (30 extra credit	Friday, Oct	11:59
Evidence of Course Evaluation Survey Completion (30 extre credit	Friday, Oct 13	11:59