



ANTH/SOCI 4346

# GLOBAL HEALTH

Dr. Silva Torezani

## Syllabus

Fall 2016

**SOCI 4346 / ANTH 4346 Course Author:** Dr Silvia Torezani **Course**

**Instructor:** Dr Silvia Torezani **Course Mode:** Online

**Course Duration:** 7 weeks

### **Instructor Information**

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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. This course explores health and disease in these 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,

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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.

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; and (3) have an understanding of the connections between global and local processes in relation to health.

**There are seven modules in this class. 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 Health, Disease, Healing and Cultural Diversity
- 4 Global Health and Social Justice
- 5 The Will to Live: AIDS in Brazil
- 6 Towards a Paradigm Shift
- 7 SARS in China (Final Research Paper)

**Each module will consist of** the completion of the week's required readings (with online guidelines), online discussion posts and a weekly paper. There are six weekly papers (weeks 1 to 6), and a final research paper due in week 7.

**At the end of the course, students will be able to:**

- 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

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- Understand the role of structural violence in creating and perpetuating health (and other forms of social) inequalities
- Understand Western medicine and its practices as one among other ethnic health systems
- Understand the fundamental differences between a social justice and a market-based approach to health care
- Be able to identify potential future-oriented actions towards reducing the gap in global health disparities

### Required Texts

Students must purchase five books for this class. Each week you will be expected to 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. **Biehl, J., & Eskerod, T** (2007). *Will to Live: AIDS therapies and the politics of survival*. 2007. Princeton University Press. ISBN: 978-0691143859.
2. **Crisp, N** (2010). *Turning the World Upside Down*. London, UK: The Royal Society of Medicine Press Limited. ISBN: 978-1853159336.
3. **Farmer, P** (2005). *Pathologies of Power: Health, human rights, and the new war on the poor*. Berkeley: University of California Press. ISBN: 9780520243262.
4. **Kleinman, A., & Watson, J. (Eds.)**. (2006). *SARS in China: Prelude to Pandemic?* Stanford: Stanford University Press. ISBN: 9780804753142.
5. **Nichter, M** (2008). *Global Health: Why cultural perceptions, social representations, and biopolitics matter*. Tucson: The University of Arizona Press. ISBN: 9780816525744.

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 email: [satorezani@utep.edu](mailto:satorezani@utep.edu) or during virtual office hours. 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).

- If you need technical help (how to access blackboard, how to use functions of Blackboard) see details under the "Technical Help" heading.

### **Technical Help**

For *any* issues relating 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.

### **Plan and Prepare Ahead of Due Times**

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. The syllabus is our "contract."
- Six weekly papers, 4-5 pages 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 follow-up.
- Final research paper, 10-12 pages, including end references.

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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 Wednesday of Week 1 of the course and it closes at 5 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

Each registrant is required to participate in on-line discussion as an individual. 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.

1. Main posting (a minimum of 200 words) (up to 30 credit points). You will only be able to submit your main postings each week by Thursdays 5 PM. Afterward you will not get points for this section of the discussion posts.
2. Long reply (a minimum of 50 words) (up to 15 credit points). You will be able to submit your long reply postings each week by Fridays 11:59 PM. Afterward the discussion closes on Blackboard and you will not get points for this section of the discussion.
3. Short follow-up (no minimum length) (up to 5 credit points). You will be able to submit your long reply postings each week by Fridays 11:59PM. Afterward the discussion closes on Blackboard and you will not get points for this section of the discussion.

The deadlines for all aspects of discussion can be found in the course schedule. I will not read discussion items posted after the due date and time. 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, NOT on summaries. Discussion postings will be graded according to the following criteria:

- Does the commentary show evidence of having read all the material?
- Does the commentary show evidence of thinking about the reading beyond just summarizing it? (This may include extension to new circumstances/other readings, contradictory evidence, internal (in)consistency, and analysis of assumptions.)
- Does the commentary include relevant evidence to support its own argument?

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- Does the follow-up discussion involve genuine interaction with and replies to other students?
- Zero points will be given for discussion that is vague and general, indicating that the reading was not effectively done.

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 related to the required content to be discussed. Remember that once is 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 and respectfully.

### Weekly Papers

You are required to submit six weekly papers. Each paper's topic can be found in the assignments' area in Moodle. 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. Papers are worth up to a maximum of 100 points each, except for the final project (see details below). Papers should be between 4 to 5 pages, double spaced, submitted by the due time through the assignment function on Moodle ONLY. Please submit your papers ALWAYS as ".doc" or ".docx" attachments. I CANNOT grade papers that do not follow these specific guidelines. 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
  - 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 relevant 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 point deduction.
  - Proper and careful acknowledgment of ALL sources used for your paper.

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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 Paper

Your final paper is a comparative study between the SARS epidemic that started in China in the early 2000s and a selection of one out of three possible topics. Detailed instructions for this assignment can be found on the Assignments section of the course in Blackboard. This paper requires that you conduct some independent research and I encourage you to start working on it early (in Week 3 of the course). The paper is due on the Monday of the week following Week 7 by 11:59 PM. The required length of the paper is between 10 and 12 pages. Your final project is worth 500 credit points.

**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 22-25 page long and the comparison between global health problems for research will increase from two (for undergraduate students) to a minimum of three themes. Please note that it is your responsibility to inform me that you are taking this course as a graduate student at the beginning of the semester. This will allow us both time to discuss your extra required 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.

### 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 1 @ 20 points 20 points
2. Discussion Posts 6 @ 50 points 300 points
3. Weekly Papers 6 @ 100 points 600 points
4. Final Paper 1 @ 500 points 500 points
5. Extra free credit 80 points

**Total points 1500 points**

Students may assess their grades in the Grade Centre on Blackboard, on the course website. The grading rubrics containing all grading criteria are available 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 6 each have a Reading/Study Guide; Module 7 has a detailed Instructions Guide for the Final Paper. You will find these resources in the Course Content in 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, so 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 required 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

**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.

## 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 can be submitted in Spanish or English to your professor.

## In-Text Citations and List of References

You are required to use APA 6th style for your citations and references. An excellent source of APA 6th 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).

Please note that the content and page numbering of the in-text citations below may not be accurate, as they are only used as examples of formatting in the required style, not for content purposes.

### Single author

In text Citation

... health inequalities cannot be explained without looking into the larger context of social suffering caused by structural violence (Farmer, 2005, pp. 25-27)

End-text List of References

Farmer, P. (2005). *Pathologies of Power: Health, human rights, and the new war on the poor*. Berkeley: University of California Press.

### Multiple authors

In text Citation

"Some biologically oriented medical anthropologists focus on issue of child growth and development...."(2009,p.35)

OR

According to Brown and Barrett, "Some biologically oriented medical anthropologists focus on issue of child growth and development...." (2009, p. 35)

End-text List of References

Brown, P., & Barrett, R. (2009). Understanding and Applying Medical Anthropology (2nd.). New York: McGraw Hill.

### **"Attendance"/Participation in an On-line 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/Deadlines**

All deadlines are on the course schedule. Late assignments CANNOT be accepted. Late discussions will NOT be read. The course computer will close the submission link for papers at the specific times and dates listed on the course schedule. Even one second late is too late. Submit your work with time to spare. Do not wait until the last minute. I will NOT take late work!

### **Class dropout**

It is students' responsibility to become acquainted with important university dates, including drop out deadlines and do so in due time if required. I DO NOT drop students out of 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

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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 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.

### **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/or 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](http://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.