

# Topics in Latin America/Border Studies

## Border Healthcare Access

LABS 4301 CRN 17386 | ANTH 4370 CRN 15331

Chemistry and Computer Science Building, Room 1.0202

Tue & Th 10.30 - 11.50am

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**Office Hours:** W 3.00-4.30pm and by appointment

### Overview of the Course

Over the last decade we have gone through some major changes in how we access healthcare. Although this has happened nation-wide, different places have experienced these changes in particular ways. In this course we will have an overview of healthcare access and focus, more specifically, on how different groups in the border region are addressing their healthcare needs. Consideration of access on both sides of the U.S.-Mexico border are central to this course.

U.S.-Mexico Border Region – Región Fronteriza México-Estados Unidos



### Course Goal and Objectives

The **overall goal** of this course is for student to develop a critical, nuanced understanding of borders healthcare needs and the strategies different groups have used and are using to address access to services.

**Course Objectives:** at the end of this course students should have gained:

- a) an understanding of the impact of policy on health and illness on the border;
- b) the border various populations' specific healthcare needs
- c) a clear understanding of the complexities of healthcare bureaucracies;
- d) the ability to design and conduct a small research project involving community participation;
- e) a more nuanced and critical understanding of socio-cultural and biological experiences in the healthcare system.

### Course Format

This course is run as a workshop forum with a complementary amount of lecturing. This format requires students to take an active role in their learning, **always** come to class with the readings completed and prepared to participate in discussions, both individually and as a team member. We will work on individual or group activities both within and outside the classroom. The readings will be discussed in detail during class periods, where your individual, informed participation will earn you class participation points. Another important part of the learning will come from your peers' contributions to discussions. You are encouraged to take extensive hand notes during class.

## Required Texts

Students must purchase one book for this class (see list below) and download any additional required readings from Blackboard. Blackboard Readings are marked by their numbers in the course schedule. For example, your first reading is marked as "R1 (for Reading 1). Subsequent readings are marked as R2, R3 and so forth. You will also be responsible for selecting further scholarly readings relevant to your final research project. A list of topic options will be provided early in the semester.

**Horton, S. B.** (2016). *They leave their kidneys in the fields: illness, injury and illegality among U.S. farmworkers*. Oakland, California: University of California Press.

## Assignments

There are four types of assignments for this class that will earn you up to a maximum of 500 points (100%), and up to 50 points extra credit.

### Course Credit:

**1. Small Teams News Discussion.** At two points in the semester the small teams will report on their news tracking on a particular healthcare access issues. The team will present their findings orally and submit a brief written report. Class time will be used to help you prepare for this assignments. All team members receive the same grade. (20% or 2 x 50 = 100 points)

**2. Class Participation (individual).** There is a heavy emphasis on class participation and physical attendance to the entire class period in this course. You are expected to always come to class prepared with the readings completed in advance and to offer insightful comments on the content. If you get to class late you will not receive full points for your participation. You can miss up to 3 classes during the semester -no explanation needed- without detriment to your grade, except in cases where either you or your team are scheduled to present or during reading tests. Exceptions to these rules can only be considered based on adequate documentation (i.e. immediate family or personal emergency or sickness). Outside of documented emergencies or beyond the three pre-excused absences, if you miss class, you will not be able to recover the points lost on that day.

As you take part in the class discussion, you will see me taking notes. They will then be transferred, in the form of points, onto the "Class Participation" column on Blackboardsd. You can earn up to 5 points per session. Note that mere physical attendance to class or participation while also spending part of the class period for attending other business (i.e. personal phone calls, texting, browsing the internet, addressing matters of another course, or simply leaving the classroom for a portion of the class period, will **not** earn you class participation points. (20% or 100 points )

**3. Population Data Collection.** Each person will select one groups of people in the El Paso-Juarez region (i.e. elderly, farm workers, former Braceros, pregnant women, etc.) and collect different types of information on how they access healthcare. You will need to submit your progress twice in the semester and this will be the basis for your Final Research Report. You can choose to work in pairs or individually. If working in pairs, each member will need to individually fulfil all requirements for the assignment. You will also need to add a compare and contrast reflection on the data collected by all members in the team. You will be able to use class time to prepare and complete aspects of this assignment. If you are in pairs you need to make sure that you all commit equally to the assignment. You will receive the same grade. (30% or 2 x 75 = 150 points)

**4. Final Research Report and Learning Reflection.** Now you will develop the analysis of the data you have presented in your reports and put it altogether for your final project. The final section of your report will also include a learning reflection throughout the entire semester. Class time will be used to help you complete this assignment. If you have done your data collection in pairs, your research report will be also completed together. But the learning reflection will be an individual component. Here you will be incorporating library research and a sociological analysis based on the key concepts coved in class. (30% or 150 points).

Guidelines for all assignments will become available via Blackboard in advance of their due dates.

### Extra Credit:

a. In-Person Consultation with Professor on **advances** to your Research Paper, up to 20 points (2 x 10) (Extra Credit) - Note that you will need to bring some evidence of developing and writing your final research project (1-2 well thought through initial pages is a good starting point).

b. Attendance of up to three special, extra-curricular approved events. Note that **ONLY events that are approved by your professor count** and that you will need to print out the class form (see Blackboard) and have it signed and dated by a person in charge at the attended event. You are required to submit to your professor the hardcopy of your signed attendance within one week (or two class meetings) following the event, in order for your extra credit to count towards your final course grade (3 x 10 = 30 points).

### Grading Scale

A 90%-100% = 450 points or above	<i>Note<sub>1</sub>:</i> It is important, and your responsibility, to keep track of your grades. They will be uploaded onto Blackboard within a week of each submitted assignment.  <i>Note<sub>2</sub>:</i> Grades that fall closely on the borders of two letter grades (i.e. 78) may be considered for an upgrade to the next letter grade. However, it will be at your professor's discretion to move your grade up or down, based on your demonstrated commitment to the class.
B 80%-89% = 400 - 445 points	
C 70%-79% = 350 - 495 points	
D 60%-69% = 300 - 345 points	
F below 59% = 295 points or below	

### Course Policies

**Mutual respect.** We will be discussing some challenging and controversial topics, thus, differences of opinion will arise. I welcome debate and constructive critique in the classroom. But for it to be productive and help us challenge our own and others' ideas, it is important that we are all prepared to listen and respect each others' points of views.

**Punctuality.** We will start class on time and I expect you to be punctual. This will ensure that you get the most out of the day's activities, discussions, and assignments. It will also be a gesture of respect to your peers and professor, as tardiness can be disruptive. If at some point you are not able to come to class on time, or need to leave early, please sit closer to the door to minimize class disruptions. Also, be aware that if tardiness has prevented you from completing a graded assignment on the day, you will NOT be able to make up for this loss grade.

**Use of class time and relevant materials.** While in the class, only use class-related materials. Do not read or complete assignments that do not belong to this class.

**Guest attendance.** Class is only for enrolled students. If at any point, you bring a guest with you into the classroom without asking for my permission in advance, they will be asked to leave.

### Submitting Assignments

Notification of exceptional circumstances **MUST** be given **in advance and before the deadline** for submission. I prefer if you inform me in person whenever possible, or via email. The sooner you inform me of the situation, the more feasible it is for us to discuss alternative arrangements. If more than five business days have elapsed between the assignment deadline and your notification, I will NOT allow you to make up for work.

All assignments that are not completed during the class period (i.e. final research reflection) must be typed, have your full name and student number in the cover page, and **submitted as an email attachment in Blackboard on the due date and time before the start of class**. Papers should be submitted as doc. or docx. files, formatted as followed: 1 inch top, bottom, left, and right margins, double spaced with font size 12. All papers should include in-text citations and the list of references used at the end of your document. This will ensure that we both have records of your work and the

professor's feedback. You will also be able to check how you were graded against the grading rubric associated with each assignment (in Blackboard). Should you (or the university) have problems with Blackboard at the time an assignment is due, you will need to email it to [satorezani@utep.edu](mailto:satorezani@utep.edu) by the deadline or earlier until you can upload via Blackboard. If your problem also includes email access, then you should bring your printed paper in final format and submitted on the due date at the beginning of class.

I do NOT accept hand-written work, with the exception of in-class written assignments (i.e. reading tests).

### **Backing Up Your Work**

We all know that technology can, at times, interfere with our workflow, potentially causing loss of work. The good news is that we can avoid these situations by setting up a system of regular backups for all our work. It is your responsibility to make sure you back up your work safely and regularly to avoid missing deadlines. It is also your responsibility to keep copies of all your graded work, as I will return it to you. It is a good idea to back up using more than one device and means. Generally, emailing yourself a copy of your work to your personal email address, using free storing applications such as Dropbox, using an usb flash drive and an external drive, besides saving your work to your personal computer's hard drive, is highly recommended. If you happen to lose your work due to technological malfunction of work not backed up, I will not be able to accept your late submission.

### **Technology Malfunction**

There are computer labs and printers installed throughout campus for students to use. Always plan your work with plenty of time to avoid missing deadlines. Note that technology malfunction (i.e. your computer dying, getting a virus or your printer running out of ink, for example) are not acceptable exceptional circumstances for this class.

### **Using Blackboard**

This course utilizes Blackboard for additional readings, grades, announcements to class, specified assignment submission (i.e. final paper, syllabus quiz), and other course activities. It is your responsibility to learn how to use Blackboard. You can access help by contacting the Help Desk. Visit <http://admin.utep.edu/Default.aspx?tabid=63402> for more details.

### **Course Communication**

Please ensure that you check Blackboard and your utep email on a regular basis to stay up to date with any announcements that may happen between class times. You should allow between 24-48 hours for the instructor to respond during week days, and up to 72 hours during weekend or public holidays. I always welcome interaction with students. Should you have any questions or concerns relevant to this class or that may affect your performance at any point in time during the semester, please make sure to get in touch with me. I am available during the student hour each week and by appointment. It is always in your best interest to act promptly and contact me with plenty of time, so I can assist you. Please do not wait until the last minute to discuss your concerns with me, as I may not be able to help.

### **Dropping Class**

I do NOT drop students from class. It is your responsibility to know important dates such as University drop dates, and officially withdraw.

### **Information subject to change**

While I have made my best effort to provide dates for due readings and assignments, they may be subject to change if at any point I realize the need to make an adjustment. Should any change take place you will be given due notice in class and via Blackboard Announcement.

### **Help with Writing**

The UWC or University Writing Center (Library Building 277, on the ground floor) provides a range

of services at no cost. Call 747-5112 or visit <http://academics.utep.edu/writingcenter> for more information. The UWC offers on-line tutoring whereby you upload your paper and they provide comments.

### **Library Services**

The UTEP Library offers a range of services to support students' research (i.e. how to use databases, how to cite and reference). Visit <http://libraryweb.utep.edu/services/contact.php> for more details.

### **Academic Integrity**

As a university student, you are responsible for your own academic behavior and for making yourself fully aware of the university's policies and definition of academic integrity. Academic dishonesty includes, but is not limited to cheating, plagiarism and collusion. Cheating may involve copying from or providing information to another student and passing unauthorized materials during an assessment. Plagiarism can be intentional or unintentional; regardless, it is a form of academic dishonesty. Intentional plagiarism occurs when someone knowingly represents the words or ideas of another person as her/his own. Unintentional plagiarism occurs when someone else's work has been paraphrased (instead of copying verbatim) but without properly acknowledging the source of information, that is without providing the in-text citations (author, year, page number) and the full source of reference at the end of the text (so that your paraphrasing can be tracked down and checked if needed). Collusion involves collaborating with another person to commit academically dishonest actions. If you have any questions about how to correctly cite sources, please discuss it with me. 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 disciplinary action. In addition to receiving a failing grade in this class, students may be suspended or expelled from UTEP for such actions. Further information can be gained from the UTEP Dean of Students web page. Go to <http://www.utep.edu/dos/>, then click the "Student Conduct" tab on the top. Check also the document on how to avoid plagiarism on this link: [https://www.utep.edu/student-affairs/osccr/ Files/docs/Avoiding-Plagiarism.pdf](https://www.utep.edu/student-affairs/osccr/Files/docs/Avoiding-Plagiarism.pdf)

### **University Policy on Special Needs**

I will make any reasonable accommodations for students to support their learning. Please see me before or after class or make an appointment as soon as possible upon class commencement, to discuss any special needs you might have. You will need to contact The Center for Accommodations and Support Services (CAAS) and provide the required documentation for specific accommodations you may require. They will assist you and your professor through the process. CAAS contact details are: Office located in the East Union Building, Room 106, ph 747-5184, email: [cass@utep.edu](mailto:cass@utep.edu), website: <http://sa.utep.edu/cass/>.

## Course Schedule

<b>Date</b>	<b>Topic</b>	<b>Readings Due</b>	<b>Assignment</b>
8/28 Tue	Introductions, Course Overview	None	None
8/30 Thu	Healthcare Access on the Border - Current Affairs	Bring <b>ONE printed out /hard copy News Articles (last 6 months)</b> on the any issue pertaining to healthcare access in the border region;	Class discussion based on news article
9/4 Tue	Healthcare, Farmworkers and Borders Part 1	Horton (Introduction & Ch 1)	Class discussion based on due reading
9/6 Thu	Healthcare, Farmworkers and Borders Part 2	Horton (Ch 2)	Class Discussion based on due reading  Small Teams News Discussion - Remember to send the link to the selected articles you'll be discussing!
<b>9/11 Tue</b>	Healthcare, Farmworkers and Borders Part 3	Horton (Chs 3 & 4)	Class Discussion based on due reading
9/13 Thu	Healthcare, Farmworkers and Borders Part 4	Horton (Ch 5)	Class Discussion based on due reading  Small Teams News Discussion - Remember to send the link to the selected articles you'll be discussing!
9/18 Tue	Healthcare, Farmworkers and Borders Part 5	Horton (Ch 6 & Conclusion)	Class Discussion
9/20 Thu	<b>Documentary</b>	None	<b>In-Class Activity (graded)</b>
<b>9/25 Tue</b>	<b>Selecting Your Research Population - Preparation Part 1</b>	<b>Browse resources provided to start preparing for your research in the community</b>	Class Work on Selected Population  Small Teams News Discussion - Remember to send the link to the selected articles you'll be discussing!
9/27 Thu	<b>Selecting Your Research Population- Preparation Part 2</b>	<b>Browse resources provided to start preparing for your research in the community</b>	Class Work on Selected Population  Small Teams News Discussion - Remember to send the link to the selected articles you'll be discussing!
10/2 Tue	Campus Students Part 1	R1 & R2 (See Blackboard)	Class Discussion based on due Readings Campus Student Healthcare Access Survey
10/4 Thu	Campus Students Part 2	None	Working on your Student Campus Data
10/9 Tue	Seniors Healthcare Access Part 1	R3 (See Blackboard)	Class Discussion based on due Readings
10/11 Thu	Seniors Healthcare Access Part 2	R4 (See Blackboard)	Class Discussion based on due Readings



10/16 Tue	Preparing for Data Collection Part 1	ONE scholarly paper on the healthcare access of your chosen population group	Data collection plan -must be completed and submitted to professor by the end of class. Graded activity
10/18 Thu	Preparing for Data Collection Part 2	Your selected reading for previous class. Be prepared to present key points	Revising. Final data collection plan.
<b>10/23 Tue</b>	<b>Go to the Field! Part 1</b>	<b>Independent Work</b>	<b>Conduct your interview and survey among your chosen group. No Class Meeting</b>
10/25 Thu	<b>Reporting on Findings Part 1</b>	None	<b>Individuals and Teams report on findings (data collected) orally</b>
10/30 Tue	Selected Populations Part 1	R5 (See Blackboard)	Class Discussion based on due Readings  <b>Submit the short written report on your data collection (presented orally in previous class). Submit via Blackboard</b>
11/1 Thu	Selected Populations Part 2	R6 (See Blackboard)	Class Discussion based on due Readings
11/6 Tue	Selected Populations Part 3	R7 (See Blackboard)	Class Discussion based on due Readings
11/8 Thu	Preparing for Data Collection Part 2	ONE scholarly paper on the healthcare access of your chosen population group	Data collection plan -must be completed and submitted to professor by the end of class. Graded activity
<b>11/13 Tue</b>	<b>Go to the Field! Part 2</b>	<b>Independent Work</b>	<b>Conduct your interview and survey among your chosen group. No Class Meeting</b>
<b>11/15 Thu</b>	<b>Reporting on Findings Part 2</b>	<b>Independent Work</b>	<b>Process the data you collected and prepare it for oral and written presentation next week! No Class Meeting</b>
11/20 Tue	<b>Reporting on Findings Part 2</b>	None	<b>Individuals and Teams report on findings (data collected) orally</b>
<b>11/22 Thu</b>	<b>Thanksgiving Holiday - NO CLASSES</b>		
11/27 Tue	Reflections on Border Healthcare Access Part 1	R8 (See Blackboard)	Class Discussion based on due Readings  <b>Submit the short written report on your data collection (presented orally in previous class). Submit via Blackboard</b>
11/29 Thu	Reflections on Border Healthcare Access Part 2	R9 (See Blackboard)	Class Discussion based on due Readings Start Preparing your Final Research Report - Draft 1
12/4 Tue	Reflections on Border Healthcare Access Part 3	R10 (See Blackboard)	Class Discussion based on due Readings Start Preparing your Final Research Report - Draft 2

12/6 Thu	Reflections on Border Healthcare Access Part 4	Bring ALL relevant readings	Final Research Report and Learning Reflection -Final Draft
<a href="#"><u>Tuesday December 11</u></a> <b>FINAL RESEARCH PAPER DUE via Blackboard, by 11pm</b>			

*Thank You!*