KINE 3353: Health and the Human Condition in the Global Community  
Spring 2020

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Office Hours: Fridays, 4:00 p.m. to 5:00 p.m., and by appointment  
Time and Place of Class Meetings: UH 115, Tuesdays and Thursdays, 11:00 a.m. to 12:20 p.m.  
Course Teaching Assistant: Ms. Kelly Zarate-duron; Kelly.zarate@mavs.uta.edu  
Office Hours: Fridays, 9:00am to 11:00 am.

Please read this syllabus carefully. One participation point will be deducted for each time that the instructor or teaching assistant is emailed with a question that is answered in the syllabus.

Description of Course Content: This course will introduce students to the fundamentals of global health with a focus on drawing awareness to health threats beyond U.S. borders. “Global health” emphasizes transnational health concerns, solutions, and prioritizes the improvement of health and achievement of equity in health for all people worldwide. In this course, you will study global health priorities, determinants, and solutions among different populations, cultures, and health systems. You will examine health challenges and disease threats faced in resource-constrained countries, and the roles of health determinants, measurements, socio-ecological factors, and health equity in improving health outcomes. In addition, you will learn about the foundational elements of global health, including globalization and health, water, sanitation, resource insecurity, the burden of infectious and chronic diseases, human rights and global health partnerships.

Student Learning Outcomes:  
Upon completion of this course, students should be able to:
- Use systems thinking in solving wicked problems using a simple set of rules. 
- Discuss how globalization has changed disease patterns and transmission. 
- Explain differences between hunger, malnutrition, and undernutrition, and their causes. 
- Describe the impact of water and sanitation on global health. 
- Explain the key characteristics of major health systems in the world, and their relationship to health care financing and access to care. 
- Discuss the relationship between culture and health behaviors. 
- Analyze the relationship between human rights and health disparities. 
- Describe the burden of infectious disease and chronic disease by global region. 
- Apply concepts of morbidity and mortality to low, middle- and high-income regions. 
- Discuss global health issues from a multidisciplinary perspective. 
- Explain importance and challenges of global health partnerships and non-governmental organizations in disease prevention and control.


**Descriptions of major assignments and examinations:**

**Group Project Report:**
Each group will select a country on which to focus. The country selected by each group should be unique from the countries selected by other groups. If multiple groups choose the same country, those groups will be asked to choose different countries that have not already been selected by other groups. Each group presenting about a different country allows the class to benefit from learning during class presentations about as many different countries as possible. Selecting a country should be done by researching and considering where the biggest health challenges exist. Credible websites (e.g., United Nations, World Bank, CDC, WHO) can be consulted as resources. Each group will sign a contract for accountability in working together. **Please see the “Expectations for Written Assignments” located on page three of this syllabus before you begin writing this assignment.**

**Installment 1:** You should become “experts” on your country regarding the following:

- Education attainment
- Gender equality
- Health care system
- Public health services available
- Un/Employment levels
- Industries in which the majority of the employed work
- Proportions of population that are rural and urban
- Health challenges

For installment one, your group will submit a 2-page paper addressing each of the aforementioned items and adhering to the formatting expectations for written assignments included in this syllabus. All references should be cited in-text and in a “references” page using APA format. At least three references are required for this installment. You do not need to include an introduction or conclusion with this installment. That can be added for the final submission. You also do not need an abstract or title page.

For assistant learning how to correctly cite references according to APA format, see the resources included in this syllabus, including the following and others. Also, you are encouraged to seek assistance from the UTA Writing Center located in the Central Library.

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/in_text_citations_the_basics.html

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/in_text_citations_author_authors.html

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/reference_list_basic_rules.html

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/reference_list電子 sources.html

**Installment 2:** You should research health challenges facing the country your group has selected. Select two health issues to address—one communicable disease and one non-communicable health problem. The latter can be a disease or a behavioral health issue such as human trafficking, drug trade, violence against women, access to contraception, access to health care, etc. You should avoid diabetes, cardiovascular disease, and other very common issues. Instead, find a health issue that is relatively unique to your selected country, or which is prevalent in the country for reasons unique to that country. You should NOT waste time in the paper with a generic description of the disease, discussing very common factors in the disease which are found everywhere. Your discussion of the disease should be specific to characteristics of your selected country. Failure to do this will result in deductions in your grade.

Include the following in the second installment of your paper:

- Thoughtful explanation of the reasons your group chose the two health issues it chose.
- The epidemiology of each disease you selected from your country.
  - The age, gender, socio-economic status and, if applicable, the race/ethnicity of persons affected by each health issue.
  - The geographic distribution of each of the health issues and, if applicable, the seasonality of the health issues.
• Morbidity and mortality rates for each health condition.
  o How many people are affected each year?
  o How many people die each year?
  o What, if any, long-term disability does the health issue cause?
• What are the risk factors for developing the health condition?
  o Genetic?
  o Geographic?
  o Environmental?
• How is the health condition prevented?
• How is the health condition treated?

Your group will submit a 3-page paper addressing each of the aforementioned items for each of the two health conditions chosen by your group and adhering to the formatting expectations for written assignments included in this syllabus. All references should be cited in-text and in a “references” page using APA format. Here, each group is to use Zotero (https://www.zotero.org/about/), a reference manager that helps you collect, organize, and analyze research for citation purposes. You are required to use at least five references from peer reviewed journals for this installment.

**Final Group Project Paper:** The final paper will include an introduction and conclusion, and Installment 3. The instructions for third and final part of paper, which will be included in the final paper and not submitted separately, are detailed below this paragraph.

The final paper will not exceed 12 pages in length, not including the references page. The final paper should include at least 15 references. The references will include any references that were used in previous installments which are still included in the final paper, as well as any additional references added since the second installment and in the third installment. The previously submitted paper installments cannot be simply pasted together. The final paper must demonstrate improvement, further reflection and deeper understanding of the issues discussed in the three sections originally submitted, as well as revisions made based on instructor feedback on the installments. In addition to submission of the final report, the group will give a 10-minute presentation to the class about key findings pertaining to its country in the report. Further details of the presentation will be posted on Canvas.

**Installment 3:** Carefully consider causes, contributors and solutions for your selected health conditions, including the following:
  o Social, structural, and cultural determinants of the selected health problems.
  o Gaps in knowledge, services, and capacity in your country to address the selected health conditions.
  o Ethical and human rights violations that contribute to the problems.
  o If/how other countries are part of the problems.
  o If/how other countries can contribute or are contributing to the solutions.
  o If/how international agencies can help toward the solutions.
  o If/how private industry can help with solutions.
  o Identify potential policies that can help prevent this health problem in the future

This installment will not be submitted on its own. It will be submitted only as a part of the final paper submission. As part of your final paper submission, your group will add to the existing installments three pages addressing each of the aforementioned items for each of the two health conditions chosen by your group and adhering to the formatting expectations for written assignments included in this syllabus. At least 5 references are required for this installment.

**Critical Reviews**
Each student will be required to develop 5 critical reviews based on their reflections on five selected chapters from the course textbooks or articles. This is not just a summary of the chapter, but a critical review of the readings. A good critical review will have a summary component (about 1/3rd of a page), the student’s evaluation of the article for strengths and weaknesses (About 1/3rd of a page), your general impression or recommendations
on the article, and two key questions raised by the student. The review should take the length of a page. A critical review does not mean providing a negative critique of the book chapter or article. It requires a reflection from you and your ability to develop an appropriate evaluation based on what others have written, your understanding of current global health issues, and whether you agree with the author or not. The article below provides an excellent guide:

**Expectations for written assignments:**

All papers should be written adhering to APA style, in 11-point Times New Roman font, one-inch margins, double-spaced, and paginated. Papers must adhere to the word and page limits set by the instructor as disregard for limits may result in a reduction in grade. Reference pages will not count within page limits. The APA-formatted paper does NOT need to include an abstract, cover page, or running head. Correct grammar, spelling, and writing skill appropriate for the college level is expected and can be considered in your grade. Papers will be graded according to the grading rubric posted by the instructor. **Assignments turned in late (after the day and time stated in the syllabus) without instructor approval will not be accepted and will receive a grade of zero.** If you miss class on a day when an assignment is due, you may submit it through Canvas by the due date and time. Your final paper and critical reviews should show your understanding of the basic rules of systems thinking and evidence of your ability to use Zotero.

Please submit papers electronically through Unicheck (plagiarism checker) in Canvas before the assignment due date on the syllabus. Canvas will mark any paper submitted after the due date and time as “late.” You are allowed unlimited attempts for submission through Unicheck. Only the last paper submitted will be graded. The similarity index for the “Final Draft” submission must be **below 25% if references are required** for the assignment, and **below 15% for reflection papers.**

**Volunteer Experience: Health and the Human Condition in Your Community:**

You will be required to volunteer for 8 hours over the course of the semester at one non-profit community organization.

- All 8 hours must be at the same organization.
- The hours can be completed at any time between before the Volunteer Verification Form due date in the syllabus.
- All 8 eight hours do not need to be completed on the same day and likely will not be. Plan to complete approximately 2 to 4 volunteer hours at each visit to the organization.
- You may need to complete the volunteer interview and/or training required by the organization before you can start volunteering. Please plan 1 to 2 hours for training/interview/onboarding prior to starting to volunteer. The training hours will not count towards the 8 hours required for class.
- You may choose your volunteer organization during the beginning of the semester from the list of course volunteer partners provided, or select an organization on your own. You will be responsible for submitting the name of the organization for which you plan to volunteer by the due date list on the syllabus.
- If you volunteer for a partner organization, please know that only a certain number of volunteers are allowed at each organization. Once the sign-up spaces are filled for a certain organization, no one else is allowed to sign-up to volunteer at that organization.
- It is YOUR responsibility to contact your volunteer organization as soon as possible to determine with them a mutually convenient time for you to perform training and start volunteer hours. DO NOT show up to volunteer without making an appointment with the contact person ahead of time unless you have been specifically told you may do so.
- At each visit to the organization, you will take a hardcopy of the Volunteer Verification Form. You will have your supervisor at the organization sign the form to verify that you were in attendance for the number of hours claimed and performing the duties that you will write on the form.
- All forms for the assignment, as well as the instructions for the reflection paper, are found in the “Volunteer Experience” on Canvas.
• Upon completion of your volunteer experience, you will write a reflection paper about your experience. The reflection paper can be submitted at any time throughout the semester up until the due date stated in the syllabus.

**Attendance:** At the University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. Each faculty member is free to develop his or her own methods of evaluating students’ academic performance, which includes establishing course-specific policies on attendance.

- As the instructor of this section, I strongly suggest that you attend each class.
- Attendance will be taken at each class and consulted when final grades are calculated.
- Participation and attendance grades may be impacted accordingly.
- Students who missed more than 50% of classes will earn a “zero” for the “Participation and Attendance” portion of the grade.
- **Students who miss class on the day or a quiz or presentation will receive a grade of zero. No make-up exams or quizzes will be given, except in cases of a university-approved excused absence.**
- Please do NOT email your instructor if you are going to miss class, except in the case of quiz or presentation missed due to a university approved absence. It is your responsibility to make-up class work from when you are gone by working with your classmates to learn what you missed.
- In-class participation assignments cannot be made up. Only group members who are in class for the activity will be awarded in-class group participation assignments.
- It is your responsibility to sign the attendance sheet in-class. Do not email your instructor after class if you missed the sign-in sheet or did not receive it because you were late to class.

**Grading:**

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<tr>
<th>Requirement</th>
<th>Percentage of grade</th>
<th>Date(s)</th>
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<tbody>
<tr>
<td>Participation and Attendance</td>
<td>10%</td>
<td>Throughout semester</td>
</tr>
<tr>
<td>Volunteer Experience and Reflection Paper</td>
<td>10%</td>
<td>Start by February; Volunteer Verification Form due May 3rd; Reflection Paper due May 5th.</td>
</tr>
<tr>
<td>Critical Reviews (5)</td>
<td>10%</td>
<td>Notified in class</td>
</tr>
<tr>
<td>Global Health Systems (“Healing of America”) group presentation</td>
<td>10%</td>
<td>Feb 10-14 See syllabus for your group’s assigned date.</td>
</tr>
<tr>
<td>Group Project Report</td>
<td>25%</td>
<td>May 5th (installments due throughout semester)</td>
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<tr>
<td>Group Project Presentation</td>
<td>10%</td>
<td>April 28th - May 7th; See syllabus for your group’s assigned date.</td>
</tr>
<tr>
<td>Online Quizzes (2)</td>
<td>25% (10% &amp; 15% for 1st &amp; 2nd)</td>
<td>March 5th; May 5th</td>
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</table>

Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor and teaching assistant) if their performance drops below satisfactory levels; see “Student Support Services,” below.

NO assignments will be accepted after the due date and time.

**Make-up Exams:** Absolutely no make-up exams or quizzes will be given.

**Expectations for Out-of-Class Study:** Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional 9 hours per week of their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, etc.

**Grade Grievances:** Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current University Catalog.
Drop Policy: Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student’s responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (http://www.uta.edu/fao/).

Disability Accommodations: UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including The Americans with Disabilities Act (ADA), The Americans with Disabilities Amendments Act (ADAAA), and Section 504 of the Rehabilitation Act. All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting: The Office for Students with Disabilities, (OSD) www.uta.edu/disability or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability.

Counseling and Psychological Services, (CAPS) www.uta.edu/caps/ or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

Non-Discrimination Policy: *The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos.*

Title IX Policy: The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. For information regarding Title IX, visit www.uta.edu/titleIX or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or jmhood@uta.edu.

Academic Integrity: Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

UT Arlington faculty members may employ the Honor Code in their courses by having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System Regent’s Rule 50101, §2.2, suspected violations of university’s standards for academic
integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University. Additional information is available at https://www.uta.edu/conduct/.

Plagiarism: What is considered plagiarism? Here are some examples:

- Copying and pasting information from a website or another source, then revising it so it sounds like your original idea.
- Doing an assignment /essay/take home test with another student then submitting separate assignments that contain the same ideas, language, phrases, etc.
- Quoting a passage without quotation marks or citations, so that it looks like your own.
- Paraphrasing a passage without citing it, so that it looks like your own.
- Hiring another person to do your work for you, or purchasing a paper through any of the on- or off-line sources.

Classroom Behavior: Participation is important to the success of this course. To be able to fully participate, read the assigned material prior to class so you can be prepared to discuss the information in class. Respectful interactions are expected. Disrespect for others will not be tolerated. We can disagree with each other’s opinions during class discussion and still be respectful. Any student who physically confronts the professor or another student will be dismissed from the classroom and not allowed to re-enter the classroom until University disciplinary proceedings have been conducted.

Talking, using cell phones, or using laptops for purposes other than educational content of this course will not be tolerated. Any student with earphones on during class will be asked to leave the classroom. The instructor reserves the right to administratively drop any student from the course who does not maintain appropriate behavior in this regard. Students caught using cell phones during exams will receive a “zero” for the exam and may be dropped from the course.

Letters of Recommendation: The course professor will be pleased to consider writing letters of recommendation for students who receive an “A” in the course. When emailing the professor to ask for a letter of recommendation, please include to whom the letter should be addressed, the due date, and your resume. Requests must be sent to the professor at least one month before the letter is due.

Electronic Communication: UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at http://www.uta.edu/oit/cs/email/mavmail.php.

Campus Carry: Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit http://www.uta.edu/news/info/campus-carry/.

Student Feedback Survey: At the end of each term, students enrolled in face-to-face and online classes categorized as “lecture,” “seminar,” or “laboratory” are directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback via the SFS database is aggregated with that of other students enrolled in the course. Students’ anonymity will be protected to the extent that the law allows. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit http://www.uta.edu/sfs.
Final Review Week: for semester-long courses, a period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabus. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

Emergency Exit Procedures: Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

Student Support Services: [Required for all undergraduate courses] UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at http://www.uta.edu/universitycollege/resources/index.php.

The IDEAS Center (2nd Floor of Central Library) offers free tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. To schedule an appointment with a peer tutor or mentor email IDEAS@uta.edu or call (817) 272-6593.

The English Writing Center (411LIBR): The Writing Center Offers free tutoring in 20-, 40-, or 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Our hours are 9 am to 8 pm Mon.-Thurs., 9 am-3 pm Fri. and Noon-6 pm Sat. and Sun. Register and make appointments online at http://uta.mywconline.com. Classroom Visits, workshops, and specialized services for graduate students are also available. Please see www.uta.edu/owl for detailed information on all our programs and services.

The Library’s 2nd floor Academic Plaza offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the library’s hours of operation. http://library.uta.edu/academic-plaza

Grade Grievances:
Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current University Catalog
<table>
<thead>
<tr>
<th>Date</th>
<th>Reading Assignment to be completed prior to class</th>
<th>Topic</th>
<th>Assignment Due</th>
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</table>
| Jan 21-23 | 1) Read this website from key findings through the paragraph with the heading “Addressing the Social Determinants in the Health Care System”
2) Read and explore this website, clicking on the sections to learn more:
http://www.who.int/social_determinants/sdh_definition/en/ | Course overview
Overview of volunteer opportunities
Health determinants | In-class assignment
Identify social determinants of health in Dr. HotSpot and Maasai Girl videos |
| Jan 28-30 | **On Canvas**
1) Read the Summary, found on page “v”, of the following World Health Organization report:
Global Health Risks: Mortality and Burden of Disease Attributable to Selected Major Risks.
2) Time magazine article (2017): “Warning: The Next Global Security Threat Isn’t What You Think”
Critical Review 1 (on Time magazine’s article)
Country Assignments posted on Canvas for Healing of America presentations | Health Determinants, continued
Globalization and Health
In-class discussion and group work about globalization and health
Meet your group members in class! | January 28:
In-class group work about globalization and health due by 12:30 p.m. via Canvas
January 30:
Sign up in class for a volunteer site |
| Feb 4-6   | “Healing of America”
Ch. 1 & 2
“Sick Around the World”
Watch via Canvas: “Sick Around the World” | Feb 4:
In lieu of a class meeting, use this week to read the assigned “Healing of America” chapters, watch the documentary, and plan your group presentation for next week. | February 4:
Due Feb 4:
Country on which you will focus your group project is due by email to course TA Kelly by 6:00 p.m.
One email per group, copying all group members. |
<p>| Feb 6     | <strong>Critical Review 2 (on Chapter 11- Healing of America – the public health model)</strong> | Feb 6 |  |</p>
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<thead>
<tr>
<th>Date</th>
<th>Activity</th>
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<tbody>
<tr>
<td>Feb 11-13</td>
<td>Group Presentations on assigned country in “Healing of America”</td>
<td>Feb 11:</td>
<td>Groups 1 to 6 present</td>
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<td><strong>Critical Review 2</strong> (on Chapter 11: Healing of America – the public health model)</td>
<td>Feb 13:</td>
<td>Groups 7 to 12 present</td>
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<td>(All group members must be present for presentation. If a group member will be absent on the assigned date, notify the instructor early in the semester.)</td>
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<td>Feb 18-20</td>
<td>Readings will be posted on Canvas in “Culture and Health” folder</td>
<td>In class video case studies</td>
<td>Ecological model in-class activity due by 1:00 p.m. via Canvas</td>
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<td>“Chapter 7”</td>
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<td><strong>Case study on Canvas to read before class:</strong> “Improving the Health of the Poor in Mexico”</td>
<td>March 3</td>
<td>March 3: Indoor Air Pollution; Water, Sanitation and Hygiene</td>
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<td>March 3</td>
<td>Skolnik Ch 8: The Environment and Health “The Merchants of Thirst”</td>
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<td><strong>Critical Review 3</strong> (The Merchants of Thirst)</td>
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<td>Additional readings and/or videos posted on Canvas</td>
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<td>March 5</td>
<td>Mid-term exams</td>
<td>Indoor Air Pollution; Water, Sanitation and Hygiene</td>
<td>March 5: ONLINE QUIZ 1 (opened from 6:00 a.m. to 1:00 p.m.; No class on campus-take quiz remotely)</td>
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<td>March 10-12</td>
<td>SPRING BREAK</td>
<td>NO CLASS</td>
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<td>March 17-19</td>
<td>Skolnik Ch. 8 On Canvas:</td>
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<tr>
<td>March 24-26</td>
<td>Readings for Communicable Disease are posted in Canvas. You may also use the links here to access the readings: The global burden of infectious disease Story of Malaria Elimination in Sri Lanka WHO Fact Sheet: Tuberculosis HIV.gov: Global Statistics</td>
<td>Mar 24: Continue Global Health Partnerships March 26: Communicable Diseases: HIV, Malaria, and TB And Zoonotic Diseases</td>
<td>March 24: Gates Foundation case study due by 12:30 p.m. via Canvas</td>
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<td>March 31 – April 2</td>
<td>Skolnik Ch. 13 Communicable Diseases On Canvas: Read case study “Vitamin A in Nepal” prior to class Critical Review 5 (On Canvas)</td>
<td>March 31: Continue Communicable diseases April 2: Nutrition and Malnutrition Case study: Vitamin A in Nepal</td>
<td>March 31: Installment 2 of Group Report due via Canvas by 11:59 p.m.</td>
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| April 7-9        | On Canvas: United Nations Declaration of Human Rights In-class debate preparation materials | April 7: Continue Nutrition  
April 9: Human Rights  
In-class debate teams assigned | April 9: Case study notes due in Canvas by 12:30 p.m. |
|-----------------|------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|
| April 14-16     | Refugee Health  
https://www.cdc.gov/immigrantrefugeehealth/about-refugees.html  
Two Star Telegram Articles accessed by these links:  
1) Texas Leading Nation in Number of Refugees Resettled  
2) Refugees in Fort Worth Overcome Barriers to Health Care  
http://www.star-telegram.com/news/local/community/fort-worth/article43255545.html | In-class debate: “Is Health Care a Right or a Privilege?”  
Guest Speaker (TBA) on Refugees and Health | |
| April 21-23     | Guest Speaker  
Catch-up day/topic TBA | Guest Speaker | |
| April 28-30th   | Group Project Report Presentations | Attendance points double on presentation dates. | April 28: Group Project Presentations by groups 1, 2, 3, 4, and 5  
April 30: Group Project Presentations by Groups 6, 7, 8, 9, 10 |
| May 5th         |                                                                                          | ONLINE QUIZ 2  
Open from 6:00 a.m. to 1:00 p.m. |
<table>
<thead>
<tr>
<th>May 7th</th>
<th>Finish Group Project Report Presentations</th>
<th>May 7 is last day that class will meet</th>
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<tbody>
<tr>
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<td>Volunteer Reflection paper due May 5th by 11:59 p.m. via Canvas</td>
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<td>May 7: Volunteer Verification Form Due via Canvas by 11:59 p.m.</td>
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<td>May 7: Group Project Presentations by Groups 10 -12</td>
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<td>May 7: Final Group Project Report due by 11:59 p.m. in Canvas, including Installment 3</td>
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</table>

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. –Dr. Boateng

**Emergency Phone Numbers:** In case of an on-campus emergency, call the UT Arlington Police Department at **817-272-3003** (non-campus phone), **2-3003** (campus phone). You may also dial 911. Non-emergency number **817-272-3381**

**STUDENT RESOURCES**

**Library Home Page** [library.uta.edu](http://library.uta.edu)

**Academic Help**
- Academic Plaza Consultation Services [library.uta.edu/academic-plaza](http://library.uta.edu/academic-plaza)
- Ask Us [ask.uta.edu/](http://ask.uta.edu/)
- Library Tutorials [library.uta.edu/how-to](http://library.uta.edu/how-to)
- Subject and Course Research Guides [libguides.uta.edu](http://libguides.uta.edu)
- Subject Librarians [library.uta.edu/subject-librarians](http://library.uta.edu/subject-librarians)
- Writing Center [http://www.uta.edu/owl/](http://www.uta.edu/owl/)
- Public Health Guide [http://libguides.uta.edu/publichealth](http://libguides.uta.edu/publichealth) - explains how to create a plan for finding literature and which databases to search.
- APA Guide [http://libguides.uta.edu/apa](http://libguides.uta.edu/apa) - created for UTA-specific questions about use of APA and includes quick answers and short video introductions to concepts.

**Resources**
- A to Z List of Library Databases [libguides.uta.edu/az.php](http://libguides.uta.edu/az.php)
- Study Room Reservations [openroom.uta.edu/](http://openroom.uta.edu/)