Course information:
Copy and paste current course information from Class Search/Course Catalog.

<table>
<thead>
<tr>
<th>Academic Unit</th>
<th>College of Liberal Arts and Sciences</th>
<th>Department</th>
<th>School of Human Evolution and Social Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
<td>ASB</td>
<td>Number</td>
<td>410</td>
</tr>
<tr>
<td>Title</td>
<td>Poverty, Social Justice and Global Health</td>
<td>Units:</td>
<td>3</td>
</tr>
</tbody>
</table>

Is this a cross-listed course? Yes
If yes, please identify course(s)

Is this a shared course? (choose one)
If so, list all academic units offering this course

Course description:

Requested designation: (Choose One)
Note- a separate proposal is required for each designation requested

Eligibility:
Permanent numbered courses must have completed the university's review and approval process.
For the rules governing approval of omnibus courses, contact the General Studies Program Office at (480) 965-0739.

Area(s) proposed course will serve:
A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:
Complete and attach the appropriate checklist
- Literacy and Critical Inquiry core courses (L)
- Mathematics core courses (MA)
- Computer/statistics/quantitative applications core courses (CS)
- Humanities, Fine Arts and Design core courses (HU)
- Social and Behavioral Sciences core courses (SB)
- Natural Sciences core courses (SO/SG)
- Global Awareness courses (G)
- Historical Awareness courses (H)
- Cultural Diversity in the United States courses (C)

A complete proposal should include:
- Signed General Studies Program Course Proposal Cover Form
- Criteria Checklist for the area
- Course Syllabus
- Table of Contents from the textbook, and/or lists of course materials

Contact information:
Name: Melissa Beresford
Phone: 480-965-9649

Mail code: 2402
E-mail: melissa.beresford@asu.edu

Department Chair/Director approval: (Required)
Chair/Director name (Typed): Alexandra Brewis Slade
Date: 9/13/2013
Chair/Director (Signature):
GLOBAL AWARENESS [G]

Rationale and Objectives

Human organizations and relationships have evolved from being family and village centered to modern global interdependence. The greatest challenge in the nuclear age is developing and maintaining a global perspective which fosters international cooperation. While the modern world is comprised of politically independent states, people must transcend nationalism and recognize the significant interdependence among peoples of the world. The exposure of students to different cultural systems provides the background of thought necessary to developing a global perspective.

Cultural learning is present in many disciplines. Exposure to perspectives on art, business, engineering, music, and the natural and social sciences that lead to an understanding of the contemporary world supports the view that intercultural interaction has become a daily necessity. The complexity of American society forces people to balance regional and national goals with global concerns. Many of the most serious problems are world issues and require solutions which exhibit mutuality and reciprocity. No longer are hunger, ecology, health care delivery, language planning, information exchanges, economic and social developments, law, technology transfer, philosophy, and the arts solely national concerns; they affect all the people of the world. Survival may be dependent on the ability to generate global solutions to some of the most pressing problems.

The word university, from universitas, implies that knowledge comes from many sources and is not restricted to local, regional, or national perspectives. The Global Awareness Area recognizes the need for an understanding of the values, elements, and social processes of cultures other than the culture of the United States. Learning which recognizes the nature of others cultures and the relationship of America’s cultural system to generic human goals and welfare will help create the multicultural and global perspective necessary for effective interaction in the human community.

Courses which meet the requirement in global awareness are of one or more of the following types: (1) in-depth area studies which are concerned with an examination of culture-specific elements of a region of the world, country, or culture group, (2) the study of contemporary non-English language courses that have a significant cultural component, (3) comparative cultural studies with an emphasis on non-U.S. areas, and (4) in-depth studies of non-U.S. centered cultural interrelationships of global scope such as the global interdependence produced by problems of world ecology, multinational corporations, migration, and the threat of nuclear war.
### ASU--[G] CRITERIA

**GLOBAL AWARENESS [G]**

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Checkmark]</td>
<td>![Tick]</td>
<td><strong>1.</strong> Studies <strong>must</strong> be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.</td>
</tr>
<tr>
<td>![No]</td>
<td>![No]</td>
<td>![Syllabus]</td>
</tr>
<tr>
<td>![No]</td>
<td>![No]</td>
<td><strong>2.</strong> The course must match at least one of the following descriptions: (check all which may apply):</td>
</tr>
<tr>
<td>![No]</td>
<td>![No]</td>
<td><strong>a.</strong> In-depth area studies concerned with an examination of culture-specific elements of a region, country or culture group. The area or culture studied <strong>must be non-U.S. and the study must contribute to an understanding of the contemporary world.</strong></td>
</tr>
<tr>
<td>![No]</td>
<td>![No]</td>
<td>![No]</td>
</tr>
<tr>
<td>![No]</td>
<td>![No]</td>
<td><strong>b.</strong> The course is a language course for a contemporary non-English language, and has a significant cultural component.</td>
</tr>
<tr>
<td>![No]</td>
<td>![No]</td>
<td>![No]</td>
</tr>
<tr>
<td>![No]</td>
<td>![No]</td>
<td><strong>c.</strong> The course is a comparative cultural study in which most, i.e., more than half, of the material is devoted to non-U.S. areas.</td>
</tr>
<tr>
<td>![No]</td>
<td>![No]</td>
<td>![No]</td>
</tr>
<tr>
<td>![No]</td>
<td>![No]</td>
<td><strong>d.</strong> The course is a study of the cultural significance of a non-U.S.-centered global issue. The course examines the role of its target issue within each culture and the interrelatedness of various global cultures on that issue. It looks at the cultural significance of its issue in various cultures outside the U.S., both examining the issue’s place within each culture and the effects of that issue on world cultures.”</td>
</tr>
<tr>
<td>![No]</td>
<td>![No]</td>
<td>![No]</td>
</tr>
</tbody>
</table>
Global Awareness [G]
Page 3

Course Prefix | Number | Title | Designation
--------------|--------|-------|----------------

<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAMPLE: 2d: study the cultural significance of a non-U.S. centered global issue</td>
<td>SAMPLE: The course examines the cultural significance of financial markets Japan, Korea, and the UK.</td>
<td>SAMPLE: Module 2 shows how Japanese literature has shaped how Japanese people understand world markets. Module 3 shows how Japanese popular culture has been changed by the world financial market system. Modules 4 &amp; 5 do the same for Korea and modules 6 &amp; 7 do the same for the UK.</td>
</tr>
<tr>
<td>1</td>
<td>Subject matter focuses on poverty, social justice, global health issues outside of the U.S.</td>
<td>See pink highlights in syllabus</td>
</tr>
<tr>
<td>2c</td>
<td>Course focuses on comparative cultural study of poverty, social justice, issues between the U.S. and other parts of the world</td>
<td>See green highlights in syllabus</td>
</tr>
</tbody>
</table>
Course Description:

The goal of this 3 credit, 400 level course is to help students develop and articulate a sophisticated understanding of the social justice and ethical issues related to the health of communities in the US and globally, including health disparities, public health efforts, and health research. The course is particularly concerned with issues related to understanding health in indigenous and other vulnerable populations, and thus draws significantly on anthropological debates and approaches.

This is a demanding self-paced course. Social justice issues are complicated and value-ridden, thus challenging both intellectually and personally. To succeed, students must be ready engage fully with the demands of reading, critical thinking, argumentation, self-reflection, and self-expression.

Course Format:

This course engages with three main learning goals. First, we will explore the relationships between social forces and disease, with a special focus on the complicated interactions between poverty and health disparities at both global and local levels. Second, we focus on debating ethics in health research and intervention, with particular focus on case studies related to indigenous, migrant, and other vulnerable populations. And third, students take a lead in exploring and defining their own personal and professional values related to global health, particularly related to action and advocacy.

Is an on-line course right for you?

1. Are you self-motivated? There is a significant amount of reading required for this course, as well as essays, speeches, and quizzes. Because this course is self-paced and moves quickly, it is necessary that you keep up with the reading and lecture materials on a regular basis.

2. Do you have a reliable internet connection? Please be sure that you have a reliable computer and internet connection. To access the class website you can use your personal computer, one in the library, and/or computer labs at ASU.
3. Do you work well on your own? Interaction with other students and the professor occurs online rather than in a traditional classroom setting. However, there is an optional discussion board available for student interaction where you can post comments or interact with the other students in the course.

Recommended Preparation

Students will be best prepared if they complete Introduction to Global Health prior to enrolling in this course. Students who enroll without meeting this requirement are expected to perform at the same level as students who have completed the intro course.

Course Texts*


Note: When partial chapters are assigned, the page numbers will be noted on the course site. If no special note is included, start with the subheading that begins on the first page and continue until the end of that subsection. If a special note is made, read only until the paragraph indicated.

* Inexpensive used copies (≤ $10) of all assigned books can be purchased from online retailers.

^ Additional readings are posted on the course site. See schedule below.

Coursework and Grades Assessment

Final grades for the course will be assigned on basis of the assignments described below. Please note that these are summary descriptions. Detailed instructions for each assignment will be posted on the course site. Please refer to the Course Schedule on the course site for assignment due dates.
1. Writing Assignments

a. Debate Essay (15%)

Based on a case study, each student will prepare an essay that proposes, develops, and justifies two different arguments on an ethics issue. The goal is to demonstrate the ability to develop and support two very different ethics arguments based on the same set(s) of evidence. The paper must be 5 pages, *single-spaced* to receive full credit.

These debates will be on interesting and provocative topics, such as biopiracy, the elimination of racial categories in health, and female circumcision. You will have the opportunity to sign up for the debate topic by (1) choosing a Study Community on the course site and (2) a debate topic on course site [Note: if you fail to choose a Study Community and a debate by the assigned date you will be randomly assigned to them].

b. Reflection Essay (15%)

Writing a reflection statement reveals one’s beliefs in a way that informs and shapes future actions. Each student will prepare a written reflection statement regarding their personal values and plans related to global health. How you tackle this challenge is up to you, but the statement should show (1) careful thought and clarity of expression, (2) thoughtful integration of concepts and propositions we have explored in the class with one’s own personal philosophic and ethical positions, (3) engagement with issues privilege and inequity, (4) the acknowledgement of doubts and the effort to resolve doubts, and (5) articulation with your longer term goals. The paper must be 2.5 pages, *single-spaced* to receive full credit.

2. Speaking Assignments

a. Debate Speech and Responses to Follow-up Questions (15%)

Debate Speech

Responses to Follow-up Questions

Following instructor feedback on the written statement (see 1a), students will debate the ethical cases they researched and wrote about in their Debate Essays. Each student will audio/video record a two-minute speech and post it to Vimeo. Each student will also respond in written form to written follow-up questions from their peers. Grades will be based on the quality of each student’s speech and responses to follow-up questions.
b. Reflection Speech and Responses to Follow-up Questions (15%)

Reflection Speech

Responses to Follow-up Questions

Following instructor feedback on the written statement (see 1b), students will present a reflective speech summarizing their personal values and plans in relation to global health. Each student will audio/video record a two-minute speech and post it to Vimeo. Each student will also respond in written form to written follow-up questions from their peers on the Discussion Board in their Study Community. Grades will be based on the quality of each student’s speech and responses to follow-up questions.

3. Participatory Activities

a. Quizzes (10%)

All you have to do to prepare for the quiz is complete the reading (about 50 pages per lesson) and view a brief lecture. These quizzes are open-book, but it will be impossible to find all the right answers if you have not done the reading beforehand because the quizzes are timed.

b. Discussion Posts and Follow-up Comments (20%)

Students will make a Discussion Post in their Study Community (100-200 words) in a new thread, in response to each Lesson’s question, by the assigned due date. *Each student’s thread should have an interesting or provocative title* so that others will want to read and respond to the post. For all lessons except the last Lesson in the course, students must read all of the posts in their group and make a Follow-up Comment (30-50 words) on one other student’s comment in a pre-existing thread. This follow-up comment will be due 24 hours after the initial discussion post was due (weekends and holidays excluded).

c. Participation in Debate Speeches (5%)

Each student is expected to participate in follow-up questions and voting for all other debates in the student’s assigned Study Community (i.e., 3 Debates with 6 Speakers).

Follow-up Questions: Via the Discussion Board in your Study Community, ask each speaker a challenging question

Voting: Vote for a winner in each of the 3 Debates you evaluated,
d. Participation in Reflection Speeches (5%)

Each student is expected to participate in follow-up questions and voting for all other members of the student's assigned Study Community (i.e., 7 of the Reflection Speeches).

Follow-up Questions: Via the Discussion Board, ask each speaker a probing question.

Voting: Vote for the speaker who gave the most insightful speech.

4. Extra Credit

a. Evaluate a Debate on Universal Health Care (up to 1.5 points added to final grade)

Listen to the one-hour NPR broadcast of the Intelligence Squared Debate:

"Is The Government Responsible For Health Care?"


b. Winning Debate Speeches

5 Extra Credit Points will be added to Debate Speech grades for the winner of each debate

c. Most Insightful Reflection Speeches

5 Extra Credit Points will be added to Reflection Speech grades for 5 “most insightful” speakers

Final grades are assessed as:

A 89.5-100
B 79.5-89.4
C 69.5-79.4
D 49.5-69.4
Class Policies and Information

Getting Answers to your Questions

If you have questions about an assignment, exam, due date, course schedule, or other general course issues, please post your inquiry on the Hallway Conversations board in the Course Home. If you need personalized help or advice regarding class assignments, please email Dr. Wutich with “ASB 410” or “SSH 400” in the subject of the email. If you are having trouble keeping up with the course or miss assignments due to an illness or family emergency, please contact Dr. Wutich right away.

Study Communities

Each study community consists of four debate questions. These questions are designed so that two students can sign up for each question. One student will take the "pro" (or yes) side of the question, and the other student will take the "con" (or no) side of the question. To sign up for your study community AND your debate topic, you must look through the Study Communities AND the debate topics and sign up for ONE debate topic in ONE Study Community by responding to the thread of the debate topic you wish to engage with. The first two students to sign up for a debate topic get that topic. If there are already two students signed up for a topic that you like, you MUST find another topic. Therefore, it behooves you to do this as soon as possible in order to get your top choice of debate topic. If you do not choose a debate topic in one of the Study Communities by the date posted on the course site, I will randomly place you into a debate topic and Study Community.

Study Community 1 – Sex & Gender

Study Community 2 – Human Rights & International Development

Study Community 3 – Food & Nutrition

Study Community 4 – Refugee & Immigrant Health

Study Community 5 – Race & Indigenous Groups

Study Community 6 – Health Insurance & Reform
Along with your other Study Community members, you will participate in group discussions, questioning speakers, and voting on the best speeches. The purpose of the Study Community is to provide you with a small group of peers to support each other, critically discuss each lesson, and develop ideas. In a large online course, it helps to have a small, stable community that shares your interests.

**Handing in Assignments**

All assignments must be submitted via Dropbox. All assignments must be submitted before midnight on the due date to receive full credit. If you are unable to submit via Dropbox for any reason, you must email your assignment to the instructor by the deadline. No exceptions. Please see the Dropbox instructions link in the Course Home.

Assignment file name: Do not put any extra characters (such as # or :) in the file name – Dropbox reads these as an http error and will not allow it to be opened. Save the file with the following format: LastnameFirstname.doc and ensure your file is a .doc, .txt, or .pdf. All assignments will be scanned for plagiarism.

**Preparation and Participation**

All course activities are premised on students completing the readings prior to class assignments. Preparation and participation are required and are assessed regularly via graded assignments.

**Academic Honesty**

Academic dishonesty includes borrowing ideas without proper citation, copying others’ work (including information posted on the internet), and failing to turn in your own work for group
projects. Please be aware ALL student work will be scanned using Turn It In through Dropbox, which compares them against everything posted on the internet, online article/paper databases, newspapers and magazines, and papers submitted by other ASU students. If you are caught plagiarizing, you may fail the assignment and be reported to administration.

*You are responsible for understanding ASU policies:*

General info: http://graduate.asu.edu/beintheknow/six_sins

About online courses: http://graduate.asu.edu/beintheknow/six_sins/hiding_behind

Punishment & Consequences: http://provost.asu.edu/files/AcademicIntegrityPolicyPDF.pdf

*Student Support and Disability Accommodations*

ASU offers support services through Counseling (www.asu.edu/counseling_center), the Learning Resources Center (www.asu.edu/lrc), and the Disability Resource Center (www.asu.edu/drc). If you are a disabled student in need of special arrangements for exams and/or homework, we at ASU will do all we can to help. But you will first need to bring a letter from the Disability Resources Center: 480-965-1234 (Voice) 480-965-9000 (TTY).

*Additional Educational Opportunities*

Students who would like to learn more about educational opportunities and programs in the School of Human Evolution and Social Change should contact the school's undergraduate advisors Stefanie Bobar (stefanie.bobar@asu.edu) and Rebecca Lish (rebecca.lish@asu.edu). The School of Human Evolution and Social Change also has a number of study abroad programs that engage with topic in global health and anthropology. SHESC’s study abroad programs in anthropology & global health are running in New Zealand, Fiji, Australia, London, India, Switzerland and China (http://shesc.asu.edu/global).

**Please note that this syllabus is subject to change or revision, as needed, to best realize the educational goals of the course. Any revision will be discussed in class with fair prior notice.**

*Course Outline:*

*(please see the Course Format & Schedule page for a more detailed outline with due dates for all assignments and modules)*
Course Home

(Due immediately: Assign yourself to a Study Community and debate topic—follow the direction posted on the Study Community landing page)

(Due immediately: Readiness Quiz—ensures you understand the course syllabus and policies and unlocks the modules so you can begin the course)

No Lecture – Review the instructions for course assignments under the Course Home

Reading: Read the Syllabus carefully.

Module 1: Poverty & Health

Lesson 1:1 - Health Inequalities – The Global and Local

• Farmer Forward (pp. xi-xvii), Introduction (pp. 1–22)

• Abraham Introduction (pp. 1–8), Ch. 1 (pp. 9–24)

Lesson 1:1 – Discussion

Lesson 1:1 – Quiz

Lesson 1:2 – Poverty & Health

• Schepers-Hughes Introduction (pp. 1–18), Ch. 2 (pp. 67–72)

• Abraham 3 (pp. 44–60), 6 (pp. 93–110)

Lesson 1:2 – Discussion

Lesson 1:2 – Quiz

Assignment Due - Extra Credit Assignment

Module 2: Poverty, Basic Necessities & Health
Lesson 2:1 – Food, Hunger & Obesity

- Schepers-Hughes Ch. 4 (pp. 128–166)


Lesson 2:1 – Discussion

Lesson 2:1 – Quiz

Lesson 2:2 – Water, Dirt & Disease

- I am not a dog! SSM 1996


Lesson 2:2 – Discussion

Lesson 2:2 – Quiz

Assignment Due – Debate Essay

Module 3: Poverty Layered Vulnerabilities & Health

Lesson 3:1 – Gender, Poverty & Health

- Farmer Ch.1 (pp. 29–50)

- Schepers-Hughes Ch.1 (pp. 49-55)

Lesson 3:1 – Discussion

Lesson 3:1 – Quiz

Lesson 3:2 – Race, Layered Vulnerabilities & Health

- Abraham Ch.12 (pp. 198–212)

- Farmer Ch.3 (pp. 91–114)
Lesson 3:2 – Discussion

Lesson 3:2 – Quiz

Study Community Debates

***Read all articles listed for your Study Community***

Assignment Due - Debate Speech

Assignment Due - Voting and Questions to Debate Speakers 24 hours after Debate Speech submission

Assignment Due - Responses to Debate Speech Questions 48 hours after Debate Speech submission

Module 4: Poverty & Mental Health: A Vicious Cycle

Lesson 4:1 – Poverty Produces Mental Illness

- Abraham Ch. 5 (pp. 77–92)
- Schepers-Hughes Ch. 5 (pp. 167–170, 172–210)

Lesson 4:1 – Discussion

Lesson 4:1 – Quiz

Lesson 4:2 – Mental Illness Produces Poverty

- Benedetto et al, Barriers to improvement of mental health services in low and middle income countries
- Patel and Kleinman – Poverty and Mental Health in Low and Middle Income Countries

Lesson 4:2 – Discussion

Lesson 4:2 – Quiz
Assignment Due – Reflection Essay

Module 5: Inequity, Ethics & Social Justice

Lesson 5:1 – Ethical Research

• Schepers-Hughes Introduction (pp. 21–30)
• Bourgois in Robben & Sluka (2012) (pp. 318-330)

Lesson 5:1 – Discussion

Lesson 5:1 – Quiz

Lesson 5:2 – Ethical Development

• Farmer Ch. 8 (pp. 196–212)
• Ehrenreich in Robben & Sluka (2012) (pp. 353-358)

Lesson 5:2 – Discussion

Lesson 5:2 – Quiz

Reflections: Professional and Personal Perspectives on Action and Advocacy

Assignment Due - Reflection Speech

Assignment Due - Voting and Questions to Reflection Speakers 24 hours after Reflection Speech submission

Assignment Due - Responses to Reflection Speech Questions 48 hours after Reflection Speech submission

Module 6: Challenges & Solutions
Lesson 6:1 – Human Development Programs

- Schepé-Hughes Ch. 12 (pp.505–516)

- Ervin Ch. 16 (pp.233-242)

Lesson 6:1 – Discussion

Lesson 6:1 – Quiz

Lesson 6:2 – Disease Specific Programs

- Farmer Ch. 9 (pp. 213–246)

- Ervin Ch. 17 (pp.243-256)

Lesson 6:2 – Discussion

Lesson 6:2 – Quiz