

ALHS 5335 - GLOBAL HEALTH
Fall semester, 2024
Online (.060) and Hybrid (.001) sections

Instructor Name: William Sorensen, Ph.D. Professor

Office Location & Times: HPC Rm #3095 (email instructor to set a time if you wish to meet).

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Format: For remote online students the course is all online. For traditional face-face students, consider this a hybrid course where for half of the semester the class meets in a traditional setting (classroom) and the other half is conducted online. For both sections, Canvas is the platform for this course. (Note that traditional and online students are using the same Canvas account. Hopefully both sections can get together during a Saturday Conference-format class [Oct 12th] at UT Tyler.)

All communication and posting assignments are done through Canvas or email. Please have your Canvas notifications set so that you receive Canvas announcements automatically through your email. Make a constant schedule whereby you log into your Patriots account and Canvas several times each week.

Class Location & Times:

For in-person students, face-to-face meetings in HPC Room 3010; Thursdays 5:00-7:30pm (not every week). For the other weeks, the class will rely on online systems (Zoom; the Zoom meetings are mandatory).

For online students, the schedule is set by the student at the student's convenience, except for assignment due dates. The online students are highly encouraged to login to Thursday Zoom meetings, but they are not mandatory (however, it is mandatory that both Zoom recordings (if the Zoom meeting is missed) AND Studio recordings are viewed weekly, when posted).

Required Text: Birn, Pillay, & Holtz, Text Book of International Health, 4th edition 2017, Oxford University Press, ISBN 9780199 3932285e The UT Tyler library has an e-text deal for you if interested (see early announcement).

Catalog Description: Students will examine global health programs, policies and challenges from the era of colonialism to the present. They will analyze the diverse determinants of health and illness in selected populations including the influence of geographical environmental, economic, and social factors.

Course Goals: 1. To help students develop a greater understanding of health-related diversity among human populations; 2. To provide students with basic skills and knowledge that will help them to work effectively at home or abroad in health-related agencies, with individuals and groups from diverse cultural backgrounds.

Course Objectives: Upon successful completion of this course students will be able to:

1. Define the terms global and international health and explain the phenomenon of globalization and its actual and potential impact on the health of human populations.
2. Discuss the history, mission, current activities, and collaborative efforts of major international/global health organizations/agencies.
3. Identify the major historical, religious, political, economic, and cultural factors in selected countries or regions, and explain how these factors affect the health of the relevant populations.
4. Compare and contrast the major elements of the health care systems of selected countries or regions, with those of the U.S. system.
5. From the perspective of both health care providers and consumers, identify and discuss the major health concerns that exist in selected countries or regions.
6. Discuss the morbidity measures of the major communicable and chronic diseases, and the leading mortality measures, disability, and causes therein, in selected countries or regions, AND the efforts directed towards control and prevention of these diseases.
7. Discuss major environmental or population-change issues (including reproductive health, mortality, and migration) in selected countries or regions, and explain how they impact the health of relevant populations.
8. Describe how educational systems in selected countries or regions lead toward efforts for or against health literacy, education of girls and women, and methods used to communicate health messages (health communication).
9. Describe ways in which allopathic and alternative medicine are utilized in selected countries or regions.
10. Discuss the major ethical issues that are involved in global health-related interventions. In particular, analyze global health disparities through a social justice and human rights lens.
11. Discuss how the internet and social media is changing the standard institutions of health, and people's perceptions of health.

Learning challenges: The text takes us on a fascinating journey of discovery and national/ international community/public health efforts, mingled with self-serving national "interests". Much of this information is historical; but history is an interpretation. The individual student too is an interpretation filter. So, it is a challenge to sort through so much information and to stay "objective" about it. Then you have to try expressing your interpretation, which leads to a second challenge. A third challenge is to try to apply the past to what is currently happening, or even to envision future policies. Throughout these challenges, if a topic-point or answer from someone else in the class seems incorrect or implausible to you, or if you merely disagree, you are encouraged to bring these issues up for discussion in any format.

A class on Global Health needs to rely on International students for their perspectives: International students are expected to participate twice as much as the U.S. students.

Letter grade-percentage transposition:

A: 91% - 100%	D: 61% - 70%
B: 81% - 90%	F: below 61%
C: 71% - 80%	

Grading Plan:

Project 1 (Disease report)	10%
Project 2 (Agencies/Canvas)	10%
Project 3 (Topic video presentation)	20%
Project 4 (Marginal populations paper)	20%
Exam (20% written; 10% oral)	30%
Regular Participation	10%

Task Overview: Four projects amount to 60% of the course grade (guides and lists will be provided). ALL papers /projects must be submitted by the due date unless there are compelling reasons for being unable to do so. These reasons should be discussed with the instructor well before the due date unless there is an unexpected and dire emergency.

Papers:

- Disease Focus: Disease report (project 1): Select from the options given in the instructions listing, a disease or health condition that has (or has had in the past) a global significance. From the perspective of a biomedical expert.
- People Focus: Marginal Group Paper (project 4): A formal essay addressing a cultural group who live a marginal existence and have specific health issues related to this marginal life. From the perspective of a Political/Economics world-view. Polish and references (APA) are important. Writing style is very important (don't just make it interesting, make it catch-attention, or sympathetic, or humorous, or dramatic (even a little tragic?), or hopeful, or joyful).

Written submissions should be well organized and edit-checked by the student before turning in, to prevent spelling or grammatical errors.

Educating others:

- Global Health organizations through Online description (project 2): After choosing organizations from a list, describe and compare/contrast them in a Canvas discussion folder.
- Topics/Issues to Present (project 3): You will lead a seminar type lecture from a mix of sources. All students will create a Canvas-Studio video to record and post the lecture. Limited to 20 minutes. The instructor will provide a list of possible topics.

Exam: There are two parts. The first part (A) is a traditional paper exam with both open-ended, essay-like questions, and some multiple choice questions, tailored to some of your choices on the readings and projects. The second part (B) is an oral exam with instructor and GA, which will be about 20 minutes long, for which discussion will revolve around responses given in Part A. (If you attend the October 12th “mini-conference” then you are exempt from part B- and you have received 100% in the oral part of the exam.)

No Make-ups: On the graduate level, the instructor expects no late projects or assignments.

AI statement (starting in the fall of 2024, UT Tyler expects every course syllabus to include an AI statement): AI is not permitted in this course at all. The reasons for this decision from Dr. Sorensen emanate from his observation that AI is not a good writer. Though the instructor himself has nothing against AI, AI-users seem unaware that AI generated written pieces are 1. Repetitive, 2. Use a lot of jargon, and 3. Are not concise. The individual graduate student can do better than AI, as he/she will in this course.

Communications: In regards to questions about the “mechanics” of the class, please communicate through the Canvas discussion folder called “Administrative issues”. This allows both questions and responses to questions to be seen by everyone. More generally, please do not send the instructor an e-mail message or a private Canvas-“inbox” message about the mechanics of the course.

A note about Zoom participation: If you do log into a Zoom meeting, please have your video screen on (at all times). Visuals of faces are a good form of communication.

The Oct. 12th Saturday “mini-conference” get-together at UT Tyler. Recommended for all students from both sections in order to come together and get to know each other. “Remote” students are encouraged to arrange a trip to make it in. The “conference” will begin in the morning and last through mid-afternoon. Breakfast and Lunch will be provided; unfortunately, lodging is not provided. More information about the agenda is forthcoming.

Ongoing COVID/Respiratory illnesses pandemics: One must continue to consider prevention behaviors in the traditional class setting, that is:

- Perhaps wear masks;
- Perhaps socially distance from one another;

These decisions are done by the individual, with support from the instructor. The instructor cannot enforce traditional students from coming into or leaving the classroom; they will have the option to go online as much as they want, or even become 100% online (if this happens, please follow the “online” guidelines and let the instructor know).