# http://www.ric.edu/webcommunications/images/SealWithText_Small_Black.pngUNDERGRADUATE CURRICULUM COMMITTEE (UCC) PROPOSAL FORM

## Cover page scroll over blue text to see further important [instructions](#instructions): please read.

**N.B. DO NOT USE HIGHLIGHT, please DELETE THE WORDS THAT DO NOT APPLY TO YOUR PROPOSAL**

**ALL numbers in section (A) need to be completed, including the impact ones.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| A.1. [Course or program](#Proposal) | **ANTH 261: The Complexities of Global HEalth** | | | |  |
| [Replacing](#Ifapplicable) |  | | | |
| A.2. [Proposal type](#type) | **Course: creation** | | | |
| A.3. [Originator](#Originator) | **Elizabeth J. Pfeiffer** | [Home department](#home_dept) | **Anthropology** | | |
| A.4. [Context and Rationale](#Rationale) | **At present, while there is a graduate level course in nursing on global health and advanced practice nursing, there are not any undergraduate or connections courses available that focus on global health at RIC. Global health places priority on improving the health conditions and achieving equity in health for people all over the globe. It has emerged in the past two decades as an interdisciplinary field of study, research, and practice. It is an ideal topic to study as a connections course not only because the field is inherently interdisciplinary, but because global health programs and initiatives are rapidly expanding all across the globe. Because students will be able to make connections across disciplines, as well as across geopolitical space and time, students with a variety of interests would find this course interesting and benefit from taking it.** | | | | |
| A.5. [Student impact](#student_impact) | **This course will be of interest to students who are concerned about health and the effective implementation of health policy initiatives. Students from a wide range of disciplines and majors, including Anthropology, Social Work, Psychology, History, Africana Studies, and Nursing might take this course to fulfill a Connections requirement.** | | | | |
| A.6. [Impact on other programs](#impact) | **No impact since Connections courses do not count for the major.**  **Students will have more choice in their Gen Ed. Connections options.** | | | | |
| A.7. [Resource impact](#Resource) | [*Faculty PT & FT*](#faculty): | **None, current Anthropology faculty will teach this course.** | | | |
| [*Library*:](#library) | **None, existing resources are sufficient.** | | | |
| [*Technology*](#technology) | **None, existing resources are sufficient.** | | | |
| [*Facilities*](#facilities): | **None, existing resources are sufficient.** | | | |
| A.8. [Semester effective](#Semester_effective) | **Fall 2019** | A.9. [Rationale if sooner than next Fall](#Semester_effective) | |  | |
| A.10. INSTRUCTIONS FOR CATALOG COPY: This single file copy must include ALL relevant pages from the college catalog, and show how the catalog will be revised. (1) Go to the “Forms and Information” page on the UCC website. Scroll down until you see the Word files for the current catalog. (2) Download ALL catalog sections relevant for this proposal, including course descriptions and/or other affected programs. (3) Place ALL relevant catalog copy into a single file. Put page breaks between sections and delete any catalog pages not relevant for this proposal. (4) Using the track changes function, revise the catalog pages to demonstrate what the information should look like in next year’s catalog. (5) Check the revised catalog pages against the proposal form, especially making sure that program totals are correct if adding/deleting course credits. If new copy, indicate where it should go in the catalog. If making related proposals a single catalog copy that includes all is acceptable. Send as a separate file along with this form. | | | | | |

B. [NEW OR REVISED COURSES](#delete_if)  **DO NOT use highlight. Delete this whole page if the proposal does not include a new or revised course.**

|  | Old ([for revisions only](#Revisions)) Only include information that is being revised, otherwise leave blank (delete provided examples that do not apply) | New Examples are provided for guidance, delete the ones that do not apply |
| --- | --- | --- |
| B.1. [Course prefix and number](#cours_title) |  | **ANTH 261** |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#title) |  | **The Complexities of Global Health** |
| B.4. [Course description](#description) |  | Students examine contemporary global health policies and interventions; the methods used across disciplines in the field of global health; and their distinct histories and impacts in communities around the world. |
| B.5. [Prerequisite(s)](#prereqs) |  | **Completion of FYS 100, FYW 100/ FYW 100P/ FYW 100H, and at least 45 credits** |
| B.6. [Offered](#Offered) |  | **Fall | Spring** |
| B.7. [Contact hours](#contacthours) |  | **4** |
| B.8. [Credit hours](#credits) |  | **4** |
| B.9. [Justify differences if any](#differences) |  | |
| B.10. [Grading system](#grading) |  | **Letter grade** |
| B.11. [Instructional methods](#instr_methods) |  | **Lecture | Seminar | Individual Small Group | Individual** |
| B.12.[Categories](#required) |  | **Free elective** |
| B.13. Is this an Honors course? | **YES | NO** | **NO** |
| B.14. [General Education](#ge)  N.B. Connections must include at least 50% Standard Classroom instruction. | **YES | NO |**  **category:** | **YES**  **category: Connections** |
| B.15. [How will student performance be evaluated?](#performance) |  | **Attendance | Class participation | Presentations | Papers |**  **Class Work | Projects |** |
| B.16. [Redundancy statement](#competing) |  | **NA** |
| B. 17. Other changes, if any |  | |

| B.18**.** [**Course learning outcomes**](#outcomes)**: List each one in a separate row** | [**Professional Org.Standard(s)**](#standards)**, if relevant** | [**How will each outcome be measured**](#measured)**?** |
| --- | --- | --- |
| Critical and Creative Thinking |  | Through readings, written reading reflections, films, and guest lectures (by global health experts from various backgrounds), students will critically examine the various types of methods used, research questions asked, and how data/information gets presented and used by global health scholars and practitioners from a wide range of disciplines (e.g. medicine, epidemiology, nursing, social work, history, sociology, anthropology). Students will learn to analyze and interpret these diverse perspectives to better understand the assumptions, biases, strengths, and weaknesses that have driven global health agendas and the perspectives of global health experts, overtime and across geographic places. Students will be asked to think, read, write, and speak critically about the challenges and rewards of working in various global health settings that are fundamentally interdisciplinary. |
| Written Communication |  | Students will complete both informal and formal writing assignments for the course. Each week, students will be responsible for writing a 500-word informal reflection over the readings assigned for that week. For each reading reflection, students will write about the following: 1) a summary and synthesis of the main points; 2) a critical appraisal of the arguments; 3) connections made between the readings and other course materials; and 4) personal reactions and/or questions about the readings. The primary purposes of this assignment are to motivate careful reading, help each student prepare for active in-class participation, help students make connections between class materials, and to provide a space in which students can share and articulate in writing their own personal observations, thoughts, opinions, and critical reflections of course content. Each week, the instructor will provide brief comments to guide student thinking and engage with students in response to their reading reflections.  Two formal writing assignments will also be assigned in the course. Both assignments will include two drafts and re-writes. Specifically, for full credit on both formal writing assignments, all students will be required to submit a first draft, upon which the instructor will make extensive comments and suggestions for improvements. Students will then be required to edit their first drafts, using the comments provided by the instructor, to produce a final draft of the paper.  The first paper will be a formal, 5-6-page critical book review of the full-length ethnography, such as *Silent Violence: Global Health, Malaria, and Child Survival in Tanzania.*  The point of this paper is to draw on other course materials to critically review and evaluate the text in terms of what it reveals about the complexities of global health malaria programs and interventions, as they get inserted into a particular cultural, political, economic, and historic context.  The second formal writing assignment will be to write an individual research paper on a top area of concern in contemporary global health efforts and initiatives (e.g. malnutrition/food insecurity, natural disasters/climate change, wars/genocide/refugee health, maternal mortality, vaccination programs). Students will be required to do thorough, independent research for this paper, which will result in a paper that is 8-10 pages in length. To write the paper, students will be required to build on evidence from outside materials, as well as other course materials to develop and support their claims and critical perspectives. Throughout the paper, students will be required to outline and make connections between the diverse constellation of actors, institutions, knowledge, and practices associated with their respective global health topic in a particular country or region of the world. |
| Research Fluency |  | Students will be required to gather, draw on, and evaluate secondary sources to produce formal research papers (described above). Students will gain strength in research fluency through a combination of informal and formal reading and writing assignments. During class discussions (lead by the instructor and peers), students will be asked to critically consider, encode, and discuss the jargon used in each reading, as well as the various methods, ethical responsibilities, assumptions, and perspectives of the authors (who write from different disciplinary perspectives). This will help cultivate student awareness of how research gets constructed, collected, and used to make claims about global health “problems” from a variety of disciplinary perspectives. |
| Oral Communication |  | Students will have several opportunities to practice and develop their oral communication skills in this course. First, at two different times during the semester, as individuals, each student will be responsible for briefly presenting one of the assigned readings and developing a set of reading discussion questions pertinent to that reading. Students will use their questions to generate and manage an oral discussion with their peers. For this course requirement, students will also be required to do basic background research on the authors/s and orally present that information to the class. This will help orient all students to the distinct disciplinary perspective of the author/s read throughout the course, and thus help them to compare and make connections between the different kinds of questions, methods, and perspectives used to make sense of (and address) global health ‘problems’ from the wide-range of disciplines working in the field of global health.  Students will also practice and develop their oral communication skills by working collaboratively, with a small group of peers, to present on a top area of concern in contemporary global health efforts and initiatives (e.g. malnutrition/food insecurity, natural disasters/climate change, wars/genocide/refugee health, maternal mortality, vaccination programs). While students will be required to do thorough, independent research for this paper on a topic in a particular region of the world (see above), they will also be responsible for orally presenting this research in collaboration with a small group of peers (who will also be researching the same topic but focusing their attention on global health initiatives working in another part of the world). As a coordinated group, students will need to thoroughly research their topics, orally communicate their findings, and generate discussion among their peers. The key is for the student groups to teach their peers and get them thinking critically about a topic related to global health that will not otherwise be covered in the class. These group oral presentations will also help students to critically examine, compare, and make connections between global health initiatives operating in different parts of the world. Students will be evaluated on the clarity and cohesiveness of their oral presentations, as well as their ability to generate and manage discussions among their peers. |
| Collaborative Work |  | Global Health experts often work collaboratively, as part of multidisciplinary teams composed of individuals from diverse backgrounds, experiences, and areas of specialization. To simulate and expose students to the rewards and challenges of working in a collaborative setting, each person enrolled in the class will be assigned to work with a small group of other students to complete a group oral presentation that coincides with their Individual Research Papers (as described above). Students will independently research their respective topic in a particular part of the world to write their individual research paper. As a team, students will be responsible for collaborating to coordinate, present, and lead class discussion on their respective topic during one class period (each group will be required to present for 30-40 minutes). During this collaborative presentation, students will describe and generate discussion among their peers about the current constellation of actors, institutions, knowledge, and practices shaping a global health area of intervention in different regions of the world. As individuals and as a group, students will need to thoroughly research the topic, engage in collaborative teamwork to coordinate the content of their oral presentations, present their findings, and generate discussion among their peers. The key is for individual students to productively work together with their other group members to teach, think critically, and generate discussion about a topic related to global health that will not otherwise be covered in the class. Students will be evaluated based on the clarity of their individual presentations, as well as the coherence of their overall group presentations and the ability of group members to compare/contrast and orally make connections between global health initiatives targeting the same problem in different parts of the world. |

| B.19. [**Topical outline**](#outline)**: Do NOT insert whole syllabus, we just need a two-tier outline** |
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| **Texts:**   1. **Closser, Svea and Peter J. Brown (2018) *Foundations of Global Health: An Interdisciplinary Reader*. University of Oxford Press.** 2. **Kamat, Vinay (2013) *Silent Violence: Global Health, Malaria, and Child Survival in Tanzania*. University of Arizona Press.**   **Topical Outline & Readings**  **Week 1: What is Global Health?**  **Readings (prior to coming to class):**  Cohen, “The New World of Global Health.”  Svea Closser and Peter Brown, “What is Global Health?”  Laurie Garrett, “The Challenge of Global Health.”  **Week 2: Milestones in Global Health**  **Readings:**  Steven Johnson, “The Broad Street Pump.”  William Foege,“House on Fire: The Fight to Eradicate Smallpox.”  Phillip J. Hilts, “A Pinch, a Fist, a Cup of Water: Oral Rehydration Therapy  Jim Yong Kim and Paul Farmer, “AIDS in 2006—Moving toward One World, One Hope?”  **Week 3: Basic Methods in Global Health**  **Readings:**  Mark Pendergrast, “Inside the Outbreaks”  CDC, “Epidemiology and Surveillance”  Tracy Kidder, “The Long Defeat”  Adeola Oni-Orisan, “Counting is Complicated”  **Week 4: The Ecological Determinants of Health**  **Readings:**  Jamie Bartram and Sandy Cairncross, “Hygiene, Sanitation, and Water: Forgotten Foundations of Health”  George Luber and Stasia Widerynski, “The Health Consequences of Global Climate Change”  Ippolytos Kalofonos, “Hunger in the AIDS Economy of Central Mozambique”  Benjamin Caballero, “A Nutrition Paradox: Underweight and Obesity in Developing Countries”  **Week 5: Social Determinants of Health**  **Readings:**  Richard Wilkinson and Michael Marmot, “Social Determinants of Fact: The Solid Facts”  Alan Goodman, “Disease and Dying while Black: How Racism, Not Race, Gets under the Skin”  **Week 6: Sex and Reproduction**  **Readings:**  Craig Janes, “Free markets and dead mothers”  Daniel Ahlperin and Helen Epstein, “Why is HIV Prevalence So Severe in Southern Africa?”  Eileen Stillwaggon and Larry Sawers, “Understanding HIV/AIDS in the African Context”  Joma Hoodfar, “Why Circumcision?”  **Week 7: The ‘Invention of Global Health’ and Anthropological Perspectives on Violence**  **Readings:**  Brandt, Allan. “How AIDS Invented Global Health.”  Biehl, João. “The Brazilian Response to AIDS and the Pharmaceuticalization of Global Health.”  Kamat, Vinay. (2013) *Silent Violence: Global Health, Malaria, and Child Survival in Tanzania*. University of Arizona Press. Select Chapters.  **Week 8: Violence Continued**  **Reading:**   1. Kamat, Vinay (2013) *Silent Violence: Global Health, Malaria, and Child Survival in Tanzania*. University of Arizona Press. Select Chapters.   **Week 9: Violence, Malaria and Other Mosquito Diseases**  **Reading:**   1. Kamat, Vinay (2013) *Silent Violence: Global Health, Malaria, and Child Survival in Tanzania*. University of Arizona Press. Finish Book   **Week 10: Neglected and Tropical Diseases**  **Readings:**   1. Mahmoud, Adel, and Zerhouni, E. “Neglected tropical diseases: moving beyond mass drug treatment to understanding the science.”   **Week 11: Health Systems, Foreign Aid, Partnerships, and the Politics of Pain**  **Readings:**   1. England, Roger. “The Writing is on the Wall for UNAIDS.” 2. Livingston, Julie. “Pain and the Politics of Relief in Botswana’s Cancer Ward.” 3. Proctor, Robert. “Tobacco and Global Lung Cancer Epidemic.” 4. Johanna Crane. “Unequal Partners.”   **Week 12: Chronic Diseases and Health Communication**  **Readings:**   1. Reynolds Whyte, Susan. “The Publics of the New Public Health: Life conditions and “Lifestyle Diseases” in Uganda.” 2. Amzath Fassassi. “Managing Rumors and Misinformation in West Africa” 3. Chandler et al. “Ebola: Limitations or Correcting Misinformation”   **Week 13: Ethics & Projects of Human Rights**  **Readings:**   1. Paul Farmer et al. *“*Global Health Priorities for the Early 21st Century” 2. Adriana Petryna, “Clinical Trials Offshored.” 3. Michael Hobbs, “Stop Trying to Save the World: Big Ideas Are Destroying International Development” 4. Svea Closser and Peter Brown “Global Health: Your life, Your decision, Your Moral obligations”   **Week 14: Student Research Project Group Presentations**  **Topics to be Presented:**  Malnutrition; Wars, Genocide, and Refugee Health; and Global Mental Health.  **Week 15: Student Research Project Group Presentations**  **Topics to be Presented:**  Environment/Natural Disasters/Climate Change and Health; Medical Humanitarianism (exploring organizations such as Doctors without Borders); Vaccination Programs; and Maternal Mortality in the USA. |

## D. Signatures

* Changes that affect General Education in any way MUST be approved by ALL Deans and COGE Chair.
* Changes that directly impact more than one department/program MUST have the signatures of all relevant department chairs, program directors, and relevant dean (e.g. when creating/revising a program using courses from other departments/programs). Check UCC manual 4.2 for further guidelines on whether the signatures need to be approval or acknowledgement.
* Proposals that do not have appropriate approval signatures will not be considered.
* Type in name of person signing and their position/affiliation.
* Send electronic files of this proposal and accompanying catalog copy to [curriculum@ric.edu](mailto:curriculum@ric.edu) and a printed or electronic signature copy of this form to the current Chair of UCC. Check UCC website for due dates.

##### D.1. Approvals: required from programs/departments/deans who originate the proposal. may include multiple departments, e.g., for joint/interdisciplinary prposals.

| Name | Position/affiliation | [Signature](#_Signature" \o "Insert electronic signature, if available, in this column) | Date |
| --- | --- | --- | --- |
| Praveena Gullapalli | Chair of Anthropology |  |  |
| Earl Simson | Dean, Faculty of Arts and Sciences |  |  |
| James G. Magyar | Chair, Committee on General Education |  |  |
| Gerri August/Julie Horwitz | Interim Co-Deans, FSEHD |  |  |
| Jayashree Nimmagadda | Interim Dean, School of Social Work |  |  |
| Jeffrey Mello | Dean, School of Business |  |  |
| Debra Servello | Interim Dean, School of Nursing |  |  |

##### D.2. [Acknowledgements](#acknowledge): REQUIRED from OTHER PROGRAMS/DEPARTMENTS IMPACTED BY THE PROPOSAL. SIGNATURE DOES NOT INDICATE APPROVAL, ONLY AWARENESS THAT THE PROPOSAL IS BEING SUBMITTED. CONCERNS SHOULD BE BROUGHT TO THE UCC COMMITTEE MEETING FOR DISCUSSION

| Name | Position/affiliation | [Signature](#Signature_2) | Date |
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