June 2011

Perry,

Here is the Level II proposal full documentation for Print Office review prior to submission to ASCRC and the Faculty Senate.

Chris Comer is holding the original of the cover sheet until 16 Sept in case there are faculty who want to consult it. I have met with him and he is inclined to approve. Deans Forbes and Evans have approved, but are not required to sign.

Library review is expected to be completed this week and I anticipate the
Dean's approval shortly.

Except for the first 5 pages, this is the full set of materials that should go forward once you have received Dean Coner's signed originals of the first five pages (around 16 Sept), and have completed your review. If you have any questions, please let me know.

[Signature]
June 9, 2011

Dear,

Please replace pp. 1-11 of the proposal submitted earlier with these new pages. I've incorporated important information from the sources you recommended.

Thanks,

[Signature]

Equal Opportunity in Education and Employment
From: Pope, Kate  
Sent: Monday, June 13, 2011 10:35 AM  
To: Koehn, Peter  
Subject: Collection analysis for Minor in Global Public Health

Sent of behalf of Dean Allen:

Peter  
Our preliminary assessment presents no barriers for our support of the minor. I look forward to the final proposal following the review of the ASCRC, Provost and the departments involved. At such time, I will sign to attest to the library’s support of the program.

Bonnie Allen  
Dean of Libraries

Kate Pope  
Dean’s Assistant  
Mansfield Library  
The University of Montana  
32 Campus Drive, #9936  
Missoula, MT 59812-9936  
Phone: 406.243.6049  
Fax: 406.243.6864
STATE OF MONTANA

PROPOSAL

TO INITIATE A NEW, EXPANDED, COOPERATIVE, OR OFF-CAMPUS INSTRUCTIONAL PROGRAM

Submitted by:

THE UNIVERSITY OF MONTANA, MISSOULA

College of Arts & Sciences
Name of College, School, or Division

Political Science
Name of Department(s) or Area

A NEW, EXPANDED, COOPERATIVE, OR OFF-CAMPUS INSTRUCTIONAL PROGRAM LEADING TO:

minor in Global Public Health

Certificate, Associate, Bachelor's, Master's, or Doctoral Degree
(give complete name of degree)

global health

Academic Specialty or Area

fall semester 2012

Proposed Starting Date

THE DEVELOPMENT OF THIS PROPOSAL HAS BEEN APPROVED BY:

Department Chair/Division Head

Date

Dean of College or School

Date

Graduate Dean

Date

VP Administration and Finance

Date

Provost/VP Academic Affairs

Date

President

Date
ITEM XXX-XXX-XXXX

Approval to establish an interdisciplinary minor in global public health at The University of Montana

THAT

In accordance with Montana University System Policy, the Board of Regents of Higher Education authorizes The University of Montana to establish an interdisciplinary minor in Global Public Health

EXPLANATION

The proposed undergraduate minor in Global Public Health at The University of Montana will focus learning on existing and emerging public-health issues in transnational context. The proposed minor will enrich the education each student receives within their chosen major and provide opportunities for participating students to advance their knowledge regarding health policy and science and skill in interacting within an increasingly diverse population and illness base. Students who pursue the interdisciplinary minor will develop critical-thinking, research-based learning, and community-outreach skills as they engage the social/cultural, economic, political, and science dimensions of global public health. Students who pursue the Global Public Health minor also will enhance their major field of study by preparing for a broad range of professions and graduate programs where they can promote global, local, and tribal public-health knowledge, research, and practice. The 21-credit minor will build upon the expertise of our faculty by utilizing the rich array of courses and other learning opportunities (e.g., in Anthropology, Biology, Health and Human Performance, Political Science, Sociology, Public Health) related to global public health currently available at The University of Montana.

ATTACHMENTS

Item Attachment1
| Create minor or certificate where major does not exist | X |
| Change name of degree | |
| Attach the following: | |
| ✓ Full Proposal | |
| ✓ BOR Level II Program Change Request | |
| ✓ Item Template | |
| ✓ Cover/Signature Page | |
PROPOSAL TO CREATE AN
UNDERGRADUATE MINOR IN GLOBAL PUBLIC HEALTH

1. Overview

This proposal, initiated by interested faculty, staff, and students at The University of Montana, calls for the introduction of an interdisciplinary minor in global public health. Undergraduates who elect to minor in global public health at The University of Montana will confront some of the big global issues facing the world community that will require insight and problem-solving leadership from future generations. From a remarkable cross-campus team of highly qualified instructors, University of Montana students will learn about such transnationally interconnected challenges to public health as parasitic and vector-borne diseases, HIV/AIDS prevention and treatment, tuberculosis, climate-change impacts, trauma and violence, cancer prevention, obesity, maternal and child illnesses, nutrition, and the role of indigenous healers. The 21-credit curriculum for the proposed minor is structured to ensure that students develop enduring understanding of determinants of illness, healing, and health from an interdisciplinary and comparative perspective. Core faculty will explore public-health issues utilizing insights available from disciplinary approaches that include epidemiology, anthropology, biology, political science, community-health planning, communication studies, and ethics. Students who pursue the Global Public Health minor will become more informed and engaged citizens and will enhance their major field of study by preparing for a broad range of professions and graduate programs where they can promote global, local, and tribal public-health knowledge, research, and practice. The proposal identifies on-going local, state, national, and international workforce development needs in the area of public health, reports on the high level of interest in the proposed minor expressed by current University of Montana students, and shows how the proposed minor fits within the mission and strategic planning of The University of Montana without duplicating existing programs in the Montana University System. Instructors for all core courses have been consulted and have confirmed their willingness to include their course in curriculum for the minor. The modest necessary resource commitments have been secured. The proposal has been the subject of careful review and has been approved at all stages of the Level II process on the campus of The University of Montana.

2. Provide a one paragraph description of the proposed program. Be specific about what degree, major, minor or option is sought.

Program Description

The proposed undergraduate minor in Global Public Health at The University of Montana focuses learning on existing and emerging public-health issues in transnational contexts. The proposed interdisciplinary minor is intended to enrich the education each student receives within their chosen major and provide opportunities for participating students to advance their knowledge regarding the big questions of health policy and science and to develop skills in interacting within an increasingly diverse population, illness, and professional base. Students who pursue the Global Public Health minor will develop critical-thinking, evidence-based learning, and community-outreach skills as they engage the social/cultural, economic, political, and science dimensions of global public health. Students who pursue the interdisciplinary minor also will enhance their major field of study by preparing for a broad range of
professions and graduate programs where they can promote global, local, and tribal public-health knowledge, research, and practice. The 21-credit minor, which includes required introductory courses in science and social issues and policy (6 credits), 9 credits of additional core courses selected from 18 options, and 6 credits of content courses selected from a wide array of options, builds upon the expertise of University of Montana faculty by utilizing the rich array of courses and other learning opportunities (e.g., in Anthropology, Biology, Communication Studies, Health and Human Performance, Health Sciences, Political Science, Public Health, Sociology) related to global public health currently available at The University of Montana.

3. DOCUMENTED NEED FOR MINOR

A. To what specific need is the institution responding in developing the proposed program?

Across the United States and internationally, “academic global health programs are growing rapidly in scale and number” because “students of many disciplines increasingly desire global health content in their curricula”\(^1\) and because global public health has emerged as an urgent social concern. The upsurge of student interest in global health at the undergraduate level is evidenced around the country as a part of the increased “internationalization of higher education.”\(^2\) As of 2008, 16 percent of member schools of the Association of American Colleges and Universities offered majors or minors in public health\(^3\) and students pursuing undergraduate degrees in public health are showing an increasingly global orientation.\(^4\) The Fogarty International Center at the National Institutes of Health provided funding for 18 new Framework Programs for Global Health at U.S. academic institutions between 2006 and 2007,\(^5\) and the minor in Global Health Studies at Northwestern University is the institution’s fastest growing academic program.\(^6\) It is timely for The University of Montana to provide undergraduate education in global public health.

Growing academic interest in global health reflects a greater feeling of international connectedness and increased international opportunities for students along with a growing awareness regarding the inequalities in disease burden observed among the industrialized countries, most low-income countries, and our tribal reservation communities.\(^7\) One study on trends in global health education recommended that “the primary place for global health education is at the undergraduate level where every student can be exposed to all aspects of globalization and to domestic and international health disparities, the organization of international health responses, and prepared to work collaboratively with international partners whether at home or abroad.”\(^8\) These educational objectives are consistent with the Institute of Medicine (IOM)’s 2003 recommendation that “all undergraduates should have access to education in

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\(^2\) Ibid., 391.

\(^3\) Ibid., 390


\(^6\) http://www.lpd.northwestern.edu/global_health/index.html


\(^8\) Macfarlane, 394.
public health." In 2006, the Consensus Conference on Undergraduate Public Health Education convened by the Healthy People Curriculum Task Force of representatives from seven health-professions educational associations and cosponsored by the Council of Colleges of Arts and Sciences (CCAS) and the Association of Schools of Public Health (ASPH) agreed to encourage the development of minors in public health and global health that "build on a coherent interdisciplinary core, provide choices for students based on the strengths of particular institutions ..., [and] meet their institutional goals.""10

The Institute of Medicine defines global health as "'health problems, issues, and concerns that transcend national boundaries, may be influenced by circumstances or experiences in other countries, and are best addressed by cooperative actions and solutions.'"11 The program description for the University of California San Diego’s global health minor affirms that "global health is at once an increasingly popular new field of study, an urgent social concern, and a powerful interdisciplinary intellectual synthesis aimed at understanding and productively intervening in processes of health, illness, and healing across the globe." Within the multidisciplinary framework provided by these definitions, The University of Montana seeks to respond to a variety of needs at the institutional, local, state, tribal, national, and international levels through the proposed minor in Global Public Health.

Health disparities facing our region occur most frequently within our tribal reservation communities. Native Americans in Montana face multifaceted and considerable health disparities that occur within the context of poverty and institutional causal factors underlying differential access to quality health care, educational, and economic opportunities for Native American populations.12 Native Americans living in Montana have a lower life expectancy (67.2 years) than both the United States average (75.8 years) and all Native Americans nationwide (71.1 years)13 and as a group are more likely to experience significant health problems, including obesity, hypertension, and Type II diabetes.14 Native Americans in Montana are significantly more likely to die of traumatic causes (accidents, suicide, or homicide) than whites (19-20% compared to 8%).15 Although Native Americans in Montana face significant disparities in health status, poverty, and access to quality care and opportunities, Native communities also possess unique cultural, political, and sociological strengths and protective factors. Traditional knowledge and practices among the tribal communities in Montana comprise the backbone of healing practices for Native peoples. Recently, the scientific and medical communities have increasingly recognized the significance and sophistication of traditional healing practices in improving health status.16 The GPH minor would advance knowledge in areas related to public-health prevention, intervention, and science

11 Ibid., 385.
within the context of tribal nations. Native Americans are significantly underrepresented in health professions and underserved within a variety of public health domains. The minor would provide important advancements in the University's knowledge and ability to respond to public-health concerns within Native American populations.

The introduction to public-health understanding, issues, and skills that will be provided to students through the proposed minor also would constitute a preliminary step in addressing the workforce needs of the State of Montana. In assessing the need for a Master of Public Health program in 2004, investigators found that, with the aging of the current public-health workforce, many of the state’s approximately 1400 public-health workers soon will be retiring. Additionally, the majority of Montana’s counties have been designated as medically underserved, indicating that residents do not have access to health care, a major public-health issue. The same assessment showed that 58 percent of the state’s public-health workforce holds a baccalaureate degree, indicating that an undergraduate minor in public health at the University in Montana will be able to introduce students to public-health issues at a time in their education when they could take the necessary steps for a career in public health that will meet Montana’s workforce needs.17

Further, the proposed minor in Global Public Health (GPH) is designed to meet the growing need for university graduates who are prepared to help communities, professions, and societies address domestic and overseas infectious, chronic, and migration health challenges that transcend borders. Thus, the program description for Emory University’s undergraduate minor in Global Health, Culture, and Society recognizes that “future leaders need to know about the range of serious health problems facing people at home and around the globe and the intersecting economic, political and cultural factors that determine them.”

The “vision” for The University of Montana embedded in its 2012-2020 Strategic Plan18 affirms that this university “will lead as a globally focused public research university that serves the state, nation, and world.” From a remarkable cross-campus team of highly qualified instructors, University of Montana students will learn about such interconnected challenges to global public health as parasitic and vector-borne diseases, HIV/AIDS prevention and treatment, tuberculosis, climate-change impacts, trauma and violence, cancer prevention, obesity, maternal and child illnesses, nutrition, and the role of indigenous healers. The curriculum for the proposed minor is structured to ensure that students develop understanding of determinants of illness, healing, and health from an interdisciplinary and comparative perspective. Core faculty will explore public-health issues utilizing insights available from different disciplinary approaches, including epidemiology, anthropology, biology, political science, community-health planning, and ethics. The curriculum also treats transnational, cultural, and ethical diversity and the interplay of biological, genetic, environmental, and societal forces that underlie individual and population health and illness, global health governance, and health policy within a cross-cutting exploration of ways to promote healthy behaviors and health equity.

B. How will students and other affected constituencies be served by the proposed program?

A variety of constituencies—individual, institutional, local, tribal, statewide, national, and international—will be served by the proposed minor. Courses taken in the proposed minor will complement the major fields of study of enrolled students and enhance their competitiveness for attractive positions in today’s global economy. Graduates with a GPH minor from The University of

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17 The University of Montana. Proposal to Initiate a Master of Public Health Program.
18 Final draft, accessed 22 April 2011.
Montana will be competitive for a wide range of professional and higher-education opportunities. For instance, graduates from the minor in Global Public Health program at The University of Virginia were tracked and found to be in Master of Public Health Programs, medical school, international development, the Peace Corps, and careers with community-service organizations. Additionally, skills and global understanding that will be gained through the proposed curriculum are in demand in health professions, health management, social work, and medical journalism.

For some undergraduates who build a solid foundation in global public health and are inspired by the minor, the preferred career path will include completion of the on-line Masters of Public Health degree at The University of Montana. The programmatic theme of our MPH degree is “rural and global health.” In this connection, we note that the Montana Healthcare Workforce Advisory Committee, at the request of the Montana Office of the Commissioner of Higher Education, prepared a comprehensive analysis of the healthcare workforce needs in the state of Montana that was released in the spring of 2007. The Committee documented that “1) healthcare is the largest private sector employer in Montana, 2) much of the state is classified as medically underserved with substantial state and regional professions shortages, and 3) that the need is only going to increase with the aging population and natural attrition of providers.” Based on this growing need, the Committee recommended establishing programs that will “increase the pipeline of health professionals in Montana.” The continual need for increased public-health training in Montana is summarized in the UM School of Public and Community Health Sciences (SPCHS) “Master of Public Health Accreditation Self-Study.” This work in part relies on a survey undertaken by the Public Health System Improvement Task Force in 2006 based on multiple public-health constituencies in Montana (State Health Department, local health departments, local non-governmental agencies; with the chair of the School of Public and Community Health Sciences serving as the University’s representative). The UM SPCHS self-study also references a recently conducted regional workforce development survey carried out in Alaska, Washington, Oregon, Idaho, Montana, and Wyoming by the Center for Public Health Practice at the University of Washington, School of Public Health. The on-going need for increased public health training in Montana is noted in all of these surveys.

In sum, there is a need for a workforce with a greater understanding of the factors that determine the health of populations here in Montana and around the world. In its 2003 report entitled Who Will Keep the Public Healthy? Educating Public Health Professionals for the 21st Century, the Institute of Medicine lists globalization, environmental changes, scientific and technological advances, and demographic changes as the major challenges facing this century’s public health professionals. An interdisciplinary minor in global health that draws on the strengths of The University of Montana’s liberal arts curriculum and facilitates linkages across campus to provide learning from each of the departments whose academic perspectives contribute to and enhance an understanding of public health will address the growing need for workforce transnational competency in an effective way. As the committee who authored the IOM report states, “public health literacy, entailing a recognition and basic understanding of how health is shaped by the social and physical environment, is an appropriate and worthy social goal.” By providing a minor in Global Public Health, the opportunity arises for The University of Montana to contribute to this goal by meeting the needs of undergraduate students seeking to learn

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19 Gaare Bernheim, 17.
20 The Institute of Medicine defines a public-health professional as “a person educated in public health who is employed to improve health through a population focus.” IOM, 1.
more about exciting careers in global health, the needs of a world confronted by the increasingly complex challenges of public-health issues, and the needs of a workforce committed to resolving these issues.

The Institute of Medicine views public health as "what we, as a society, do collectively to assure the conditions in which people can be healthy."23 By educating students to be both professionals and citizens who understand how to work to achieve this mission from the angles of the disciplines comprising the GPH minor, "both learners and institutions gain from a greater awareness of global health issues, since that helps improve thinking about local issues in their institutions and communities, both of which are becoming more global as the population continues to diversify."24

Finally, we envision that UM graduates with a minor in Global Public Health will serve important international constituencies. A GPH minor opens transnational career pathways in well-funded global health projects for graduates who have expertise in business, law, economics, community health, social work, pharmacy, nursing, environmental sciences, and the basic sciences.25 Some graduates will advocate for the health-care needs of distant disadvantaged populations through service in the Peace Corps, non-governmental organizations (NGOs), foundations, and international organizations. Others will utilize their awareness of global health issues to inform careers in research, health education and management, international economics, medicine, international business, immigrant health, philanthropy, diplomacy, public policy, and international public service.

C. What is the anticipated demand for the program? How was this determined?

To gauge student demand for the proposed minor, we surveyed one freshman FiG course at the end of fall 2010 and 16 introductory courses at the start of spring semester 2011. The spring courses surveyed are:

Intro to Native American Studies (2 sections) – Professor Price
Intro to Social Welfare – Professor Baumgartner
Intro to Comparative Government – Professor Koehn
Geography of World Regions – Professor Fluck
Nature and Society – Professor Spencer
Intro to Sociology (2 sections) – Professor Wilms/Ellstad
Intro to Anthropology (2 sections) – Professor Sattler/Kerr
Human Form and Function II – Professor Davis
Intro to Organic and Biochemistry – Professor Thompson
College Chemistry II – Professor Cracolice
Foundations of Health and Human Performance – Professor Burns
Use and Abuse of Drugs – Professor George
Intro to International Relations – Professor Adams

The survey results indicate that substantial interest in a minor in GPH exists among students already enrolled at The University of Montana. Fully 44 percent (446) of the 1012 students (73% of whom were frosh or sophomores) who responded to the survey indicated at least some interest in the proposed minor in GPH. Eleven percent of the respondents reported that they would be “very interested” in

23 Gaare Bernheim, 19.
25 Macfarlane, 389.
completing a minor in GPH and another thirty-three percent reported “some interest.” Given the anticipated 2012/2013 launch of the proposed minor, it is particularly encouraging that 43 percent of the first-year respondents and 48 percent of the sophomores indicated at least some interest in the proposed minor (see tables in Appendix A). In addition, 93 students indicated that they had a UM friend who would be interested in the GPH minor.

The top five majors in terms of students who indicated they were “very” interested in the GPH minor are nursing (30%), social work (26%), pre-med (22%), health and human performance (17%), and political science (14%). Other majors with 50 percent or more of students indicating at least some interest in the GPH minor are anthropology, chemistry, and psychology (see tables in Appendix A).

Consistent with national trends, these findings indicate that a strong demand can be anticipated for the proposed minor in global public health. Enrollments in the minor are likely to involve students from a wide variety of majors and academic backgrounds, which will enrich discussion and learning in core courses. We also note that these survey results (covering less than 10% of the undergraduate student body) occurred without any promotional effort. With program promotion, additional students, both those on campus and those considering study here, are likely to be interested in enrolling in the GPH minor at The University of Montana.

4. INSTITUTIONAL AND SYSTEM FIT

A. What is the connection between the proposed program and existing programs at the institution?

On an institutional level, departments whose courses are offered within the curriculum of the proposed minor, the School of Public and Community Health Sciences, the College of Arts and Sciences, the School of Education, and The University of Montana as a whole will all be served by the proposed interdisciplinary, unattached minor in Global Public Health. Major programs in the disciplines of Anthropology, Biology, Communication Studies, Economics, Environmental Studies, Geography, Health and Human Performance, Health Sciences, Philosophy, Political Science, Native American Studies, Psychology, Sociology, and Social Work will benefit from bringing the multi-disciplinary perspectives of the students enrolled in the Global Public Health minor into their courses. The fit will be particularly enriching for majors in community health, nursing, and pre-medical sciences students with international interests and students interested in completing the new Peace Corps Prep Program specialization in health. Appendix D presents a list of identified and confirmed faculty expertise and interest in critical aspects of public health.

Students enrolled in the minor also will be able to avail themselves of internship and other practical-experience opportunities through the University’s IE3 program. IE3 offers outstanding internships in global health working in low-income contexts.

For some undergraduates who build a solid foundation in and are inspired by the minor in global public health, the preferred career path will include completion at The University of Montana of the on-line Masters of Public Health degree, the M Sc in Community Health, the MA in Medical Anthropology, or the Intercultural Youth and Family Development masters degree. For new MPH students, undergraduate GPH preparation will provide a head start in understanding the “intersection of rural and global health issues,” the overarching programmatic theme of the MPH degree.
B. Will approval of the proposed program require changes to any existing programs at the institution? If so, please describe.

No.

C. Describe what differentiates this program from other, closely related programs at the institution (if appropriate).

The interdisciplinary minor in GPH is distinct from other undergraduate programs at The University of Montana in its concentration on health issues in transnational perspective. Some students who choose to minor in International Development Studies will be interested in health challenges involving populations living in low-income countries. However, IDS students are required to complete a different range of multidisciplinary core courses. A few IDS students might elect to complete the health track as part of the IDS Peace Corps Prep Program (PCPP) along with the minor in GPH. Thus, GPH, IDS, and PCPP would complement, not compete with, one another. Another closely related program is the major in Community Health. This major exclusively offers courses that are U.S.-focused. However, a number of Community Health majors are interested in working overseas. A minor in global public health would nicely complement the major in Community Health and knowledge of community health would be an asset for students who elect to minor in GPH.

D. How does the proposed program serve to advance the strategic goals of the institution?

The Mission of the University of Montana reads as follows:

"The University of Montana-Missoula pursues academic excellence as demonstrated by the quality of curriculum and instruction, student performance, and faculty professional accomplishments. The University accomplishes this mission, in part, by providing unique educational experiences through the integration of the liberal arts, graduate study, and professional training with international and interdisciplinary emphases. The University also educates competent and humane professionals and informed, ethical, and engaged citizens of local and global communities; and provides basic and applied research, technology transfer, cultural outreach, and service benefiting the local community, region, state, nation and the world."

The proposed minor in GPH advances the mission of The University of Montana by its international and interdisciplinary emphasis and its focus on educating graduates who will serve the Missoula community, the state of Montana and its tribal reservations, the region, the nation, and the world through their academic preparation and ethical commitment to advancing human health. Further, this minor would nicely complement other internationally focused minors as The University of Montana strives to continue to attract highly motivated students by providing a rich array of respected concentrations on the key cross-cutting global issues of our time (international development, climate change, public health).

The proposed curriculum supporting a minor in global public health specifically incorporates "big ideas" that involve global issues and, therefore, would advance the University's strategic objectives embodied in its core theme of "education for the global century" by promoting "global engagement and leadership at the baccalaureate level" through exposure to "grand challenges that we face as a world society" [UM Strategic Plan 2012-2020, final draft]. The GPH minor further addresses President Royce Engstrom's call (Montanan, Winter 2010, p. 7) for enhancing our undergraduate curriculum by
“incorporating greater exposure to the `big questions’” and by “developing more interdisciplinary problem solving.”

E. Describe the relationship between the proposed program and any similar programs within the Montana University System. In cases of substantial duplication, explain the need for the proposed program at an additional institution. Describe any efforts that were made to collaborate with these similar programs; and if no efforts were made, explain why. If articulation or transfer agreements have been developed for the substantially duplicated programs, please include the agreement(s) as part of the documentation.

The MUS website and each school’s curricula were reviewed to ascertain any similar program offerings. The MUS programs listed below include somewhat similar coverage, but the proposed minor in Global Public Health in no way substantially duplicates these programs.

**MSU Billings- Bachelor Degree in Health Administration, Master of Science in Health Administration**
The mission of the Health Administration Program at Montana State University Billings is to educate and prepare individuals to be health care leaders who can meet the challenges of health care in our region, advance the quality of care delivered to all, and meet anticipated workforce needs in a variety of positions in health administration.

**Analysis: Neither the Bachelor Degree in Health Administration or the Master of Science in Health Administration offered at MSU-Billings offers global health coverage.**

**MSU Billings- Bachelor of Science in Health Promotion**
The health promotion curriculum will prepare students to: develop a strong background in human behavior and behavior modification; effectively plan, implement, and evaluate health promotion programs; increase leadership skills; and become familiar with the latest research and developments within the field.

**Analysis: The Bachelor of Science in Health Promotion at MSU- Billings has a narrow focus on health promotion and no global perspective.**

**MSU Northern- Bachelor of Science and Minor offered in Health Promotion**
Our health Promotion program prepares you for a career as a health care professional capable of implementing the disease preventing wellness programs sought after by today’s health care delivery system.

The program offers a Bachelor’s degree and a minor for students interested in working in the health and fitness field, but do not wish to seek a physical education teaching endorsement. The focus is on providing students with an educational background in health, fitness, and business with an emphasis on corporate, rather than scholastic situations.

**Analysis: The MSU-Northern Bachelor of Science in Health Promotion and Minor in Health Promotion offer a narrow focus on health, fitness, and wellness programs with not global perspective.**

**MSU Great Falls- Health Information Coding Specialist and Health Information Technology**
Health information coding is the transformation of verbal descriptions of diseases, injuries and procedures into alphanumeric designations used for data retrieval, analysis, and claims processing.

Upon completion of the Certificate in Health Information Coding Specialist, students will be prepared to begin a successful career as a health information coding specialist.

Analysis: The MSU-Great Falls certificate offerings for Health Information Coding Specialists and Health Information Technologies have a narrow focus on health information and technology and no global perspective.

MSU Bozeman – Community Health.
Graduates of the community health major are employed in entry-level positions conducting planning, administration, evaluation, research, and teaching in community health settings. The undergraduate program is concerned with improving health and well-being for all through the promotion of healthful lifestyles, healthy family functioning, community actions for health, and conditions that make it possible to live healthful lives. The program draws on public health, education, psychology, sociology, family science, and other social and behavioral sciences. Students are prepared to work in a variety of settings including family planning agencies, nonprofit agencies, state and federal health agencies, schools, and community health centers.

Analysis: The Community Health major at MSU Bozeman does not include a global perspective.

MSU Bozeman – Nursing
The MSU-Bozeman College of Nursing also offers the only public generic baccalaureate nursing program in the state of Montana. Faculty members are assigned to a campus where they live, work and supervise students in a variety of health care agencies. The first and second years are a mixture of nursing preparatory courses and the core curriculum—courses in the arts, sciences and humanities that are required of all MSU students. During the junior and senior years students participate in clinical work in a variety of hospital and health care facilities in their upper division community area.

Analysis: The MSU-Bozeman Nursing program does not include a global perspective. Discussions on ways to collaborate initiated with Michele Sare, instructor, who has international experience and academic interests. Michele has been invited to serve on the GPH external Advisory Committee.

UM- Missoula- IDS, Community Health. SEE ABOVE. BOTH PROGRAMS HAVE BEEN DEEPLY INVOLVED WITH PLANNING THE PROPOSED MINOR IN GPH & SEE NUMEROUS OPPORTUNITIES FOR MUTUALLY REWARDING COLLABORATION

UM- Tech- Associate and Bachelors in Health Care Informatics
Health Care Informatics is an emerging specialization in the health care industry that joins the disciplines of information technology, communications, and health care. Learn to bridge the technology transfer gap between those professionals entrusted to provide clinical care and those who manage the complex information systems required to operate today’s health care system. Become trained in a career that marries the technical world of computer applications and the varied environment of the health care provider.
Analysis: The UM–Tech Associate and Bachelor Degrees in Health Care Informatics provides a narrow focus on informatics with no global perspective.

**UM–Tech- Minor in Occupational Safety and Health**
The Safety, Health and Industrial Hygiene Department has four degree programs: (1) B.S. in Occupational Safety and Health; (2) B.S. in Occupational Safety and Health – Applied Health Science option; (3) M.S. in Industrial Hygiene; and (4) On-line M.S. in Industrial Hygiene.

Analysis: The UM – Tech programs focus on occupational safety, health, and industrial hygiene and do not provide a global perspective.

**Dawson Community College**  
**Preparation for Occupational Safety & Health at UM–Tech.**

Analysis: This program is a preparatory course for a four-year degree offered from UM-Tech with a narrow focus on occupational safety and health and no global coverage.
5. **Program Details**

**Proposed Catalog copy:**

Students who pursue the Global Public Health minor will enhance their major field of study by preparing for a broad range of professions and graduate programs where they can promote global, local, and tribal public-health knowledge, research, and practice. The 21-credit minor builds upon the expertise of University of Montana faculty by utilizing the rich array of courses and other learning opportunities (e.g., in Anthropology, Biology, Health and Human Performance, Political Science, Sociology, Psychology, Public Health) related to global public health available at The University of Montana.

The proposed curriculum is based on the Planning Committee’s review of syllabi (all core courses) and catalog descriptions (content courses) and, in some cases, extended discussion with course instructors. Course instructors consented to include all proposed core courses as part of the GPH curriculum.

The GPH minor requires completion of 21 credits, at least 9 of which must be at the upper-division (300+) level. Students must complete one required social-science course (PSCI 227, Introduction to Global Health Issues) and one required science course (BIOM 227, Epidemiology of Vector-Bourne and Parasitic Diseases) (Appendix D includes the departmentally approved ASCRC course forms for both courses). Students must complete a minimum 9 credits or 3 additional “core” courses from the following list of 18 courses, some of which are offered biannually (see Appendix B for course titles and catalog descriptions and Appendix C for core course syllabi and current instructors):

<table>
<thead>
<tr>
<th>ANTH 329</th>
<th>ECON 310</th>
<th>HS/PHARM 320(2 cr) plus PHAR 395(1 cr)</th>
<th>PSCI 463</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 444</td>
<td>EVST 487</td>
<td>HHP 330</td>
<td>PUBH 102</td>
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<td>BIOM 427</td>
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<td>MICB 302</td>
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Students also must complete a minimum of 6 credits or 2 additional “content” courses from the following list (see Appendix B for course titles and catalog descriptions):

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<td>BIOM 250N</td>
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<td>BIOM 402/MICB 412</td>
<td>NAS 303</td>
<td>SW 455S</td>
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<td>BIOM 435</td>
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Students must take all core courses from The University of Montana’s curriculum, but can receive content credit for relevant practicum and internships experience and for relevant courses taken at other universities if approved by the program director.

b. Describe the planned implementation of the proposed program, including estimates of numbers of students at each stage.

Implementation Timeline

Spring 2011. Collect most recent syllabi. Complete survey of student interest. Planning Committee completes work on Level II proposal. Approval by participating faculty. Designate program director. Inform Provost and President. Place on Regents’ list. Secure needed resources. Complete BOR Level II Request Form and Item Template. Secure approvals by affected departments and deans. Submit to Provost’s Office for initial review and submission to ASCRC.

Fall 2011. Approval by ASCRC and Faculty Senate.

Spring 2012. Approval by Board of Regents. Handful of students enroll in core and content courses in anticipation that minor will be approved.


2013/2014 a/y. Advising continues. An estimated 25 (additional) students enroll in the minor. An estimated 12 students graduate with minor in GPH.

2014/2015 a/y. Advising continues. An estimated 30 students enroll in the minor. An estimated 20 students graduate with minor in GPH.

2015/2016 a/y. Advising continues. An estimated 40 students enroll in the minor. An estimated 25 students graduate with minor in GPH.

2016/2017 a/y. Advising continues. An estimated 40 students enroll in the minor. An estimated 30 students graduate with minor in GPH.

2017/2018 a/y. Advising continues. An estimated 40 students enroll in the minor. An estimated 40 students graduate with minor in GPH. First program review conducted.

6. Resources

A. Will additional faculty resources be required to implement the proposed program?

No additional faculty resources will be required. With the exception of PHIL 421 (lecturer), the 18 proposed core courses all are or will be staffed by tenure-track faculty members as part of their regular teaching responsibilities. The vast majority of the content courses also are staffed by tenure-track faculty members as part of their regular teaching responsibilities.

B. Are other additional resources required to ensure the success of the proposed program? If yes, please describe the need and indicate the plan for meeting this need. Please provide budget information and expected fiscal impact for this program.
Interdisciplinary and unattached academic minors are advising-intensive operations. Student interest and success rests upon the availability of a knowledgeable faculty advisor. The amount of faculty time required for academic advising and program leadership can be covered by a one-course (three-credit) reduction in the program director's teaching load. This release requires backfill for the affected department. The Political Science Department and the CAS Dean have agreed to this arrangement. The Office of International Programs (OIP) has agreed to support backfill for a one-course reduction in Professor Koehn's upper-division teaching responsibilities to support academic advising and program leadership. The CAS Dean has agreed to backfill the lower-division course that Professor Koehn will replace with the required core GPH course PSCI 227, Issues in Global Health.

An extra-compensation stipend for the program director and advisor is needed to attract highly qualified faculty participation given the level of additional responsibility involved. OIP has agreed to provide the requisite stipend.

These funds will be provided annually through the Office of International Programs and will have no fiscal impact on the University of Montana's operating budget:

Backfill for the Program Director (3-credit upper-div course per annum); salary & fringe $6900
Program Director's stipend (including low-risk fringe) $3550

Total $10450

Administrative operation of the minor, including maintaining evaluation data and other records in advance of program review as well as a data base of current and graduated minors; budgeting; supervision of interns and work-study students; computer and internet access; required core course support; and communicating with program faculty and students requires roughly 10 hours per week. These resources will be provided the GPH Program Director through staff-time assignments and practicum service within the MPH program, College of Health Professions and Biomedical Sciences.

A small operating budget of $1400 is required to cover costs of copying, printing files, mailing, the annual reception, and a work-study student. These funds will be provided annually through the College of Education and Human Sciences (HHP Department), which also will make office space available.

7. ASSESSMENT

The program will use a number of methodologies in order to assess the effectiveness of the Global Public Health minor based on the requirements of the institutional program-review process. Each student graduating with the minor will fill out an exit interview form requesting information on the strengths and weaknesses students found in the program as well as which classes they found to be most useful. In addition, the exit interview form will ask students about the effectiveness of advising available through the Global Public Health minor. Efforts will be made to keep in contact with graduates so that longitudinal data on program utility and career progress can be secured.

Further, instructors will submit student evaluations for all core classes taught in the Global Public Health minor. In addition to student evaluations, faculty will receive a yearly assessment form requesting information regarding their research, creative activities, recent achievements, service activities, and methods of keeping up with the trends in Global Public Health as well as examples of assessment tools used to evaluate student knowledge. Furthermore, the annual faculty assessment form will include a request for information regarding their oversight of student participation in
research and internship opportunities. The data collected through the student exit interview, student evaluations, faculty IPRs, and the faculty assessment form will provide a solid foundation for yearly reviews of program effectiveness as well as for the institutional reviews required every five years.

8. PROCESS LEADING TO SUBMISSION OF PROPOSAL

The genesis of this proposal to establish a minor in global public health can be traced to deliberations of the Masters of Public Health Steering Committee. At an early fall 2010 meeting of the Masters of Public Health (MPH) Steering Committee, Professor Peter Koehn was asked to chair and convene a Planning Committee to develop a proposal for a minor in Global Public Health. The MPH Steering Committee made this request in response to outcomes reached at the MPH program retreat held September 16 and 17, 2010 at Montana Island Lodge. Participants at the retreat identified the establishment of a minor in global public health as a priority for the University of Montana campus based on growing widespread interest in the field, strategic planning considerations, and an abundance of existing UM resources (faculty, courses, and administrative support). 24 Professor Koehn convened the first meeting of the Planning Committee in November 2010. The committee included eleven faculty members, four staff members, and two students from across campus representing a wide range of disciplines and interests. They are:

Faculty

Peter Koehn (Chair), Ph.D., Professor, Department of Political Science
Annie Belcourt, Ph.D., Assistant Professor, Pharmacy/SPCHS
Laura Dybdal, Ph.D., Professor, Health and Human Performance
Amanda Golbeck, Ph.D., Professor, SPCHS
Bill Granath, Ph.D., Professor of Biological Sciences
Kimber Haddix, Ph.D., Associate Professor, Department of Anthropology
Craig Molgaard, Ph.D., M.P.H., Professor and Chair, SPCHS
Mark Pershouse, Ph.D., Associate Professor, Department of Biomedical and Pharmaceutical Sciences
Gilbert Quintero, Ph.D., Associate Professor, Department of Anthropology
Annie Sondag, Ph.D., Professor, Health and Human Performance
Tony Ward, Ph.D., Research Assistant Professor, Dept. of Biomedical & Pharmaceutical Sciences

24 SPCHS Strategic Planning Meeting Notes – final version, January 24, 2011.
Staff
Annë Linn, MPH, Continuing Education Program Coordinator, Western MT AHEC

Jamie Ryan Lockman, MA, Administrative Associate/Program Coordinator, SPCHS

Tenly Snow, UM Peace Corps Representative

Delyla Wilson, Program Coordinator, International Programs

Students
Kayla Hoggatt, Political Science Undergraduate Student Assistant

Seamus McCulloch, Political Science Undergraduate Student Assistant

The Planning Committee formed subcommittees for two areas of inquiry: (1) institutional fit/needs assessment and (2) curriculum -- to develop focus and identify existing courses suitable to each area. Subcommittee members met every three to four weeks from November 2010 through February 2011. After that, members met as committee of the whole. Several undergraduate and graduate students read the proposal and offered input. Additionally, the Planning Committee surveyed over 1000 undergraduate students to determine level of interest on campus for such a minor.

Dr. Koehn consulted with Kearsley Stewart, Ph.D., Senior Lecturer in Medical Anthropology at Northwestern University (NWU) to help understand the growing demand and to gain curriculum ideas for minor programs in global public health. NWU’s minor in global health now is its most popular undergraduate minor.

Committee members also researched other programs and professional association findings. Information on existing and developing UM partnerships focusing on global outreach has been pursued for the development of potential internships, as well as anticipated knowledge, skills, training, and career opportunities that would be useful for graduates of this program. This information indicated that students, the public health workforce, and communities on a local, tribal, state, national and global level will benefit from this minor due to the enhanced interdisciplinary knowledge and skills provided. Global Public Health was shown to be a career path in itself, with opportunities in health professions, government health departments, and on funded global-health projects. Additionally, the skills and knowledge gained through the study of global public health provide the background for the many different career paths or fields of advanced study that require nuanced understanding of the issues determining the public’s health on a global level.
The Curriculum subcommittee developed a list of core and content courses based on a review of the most current (2010/2011) UM catalog and interviews with faculty and students. All faculty teaching courses identified as core courses for the minor were contacted to obtain instructor for permission to include their course in the minor and to obtain a copy of syllabi. The Committee used catalog descriptions to identify, review, and select content courses. The Committee secured approval of the proposal, along with the proposed core and content curriculum, from involved departments and deans.

We pursued and identified essential resource commitments with program heads, department chairs, deans, and the Director of International Programs.

The Planning Committee agreed that a core faculty member should serve as program director and that the term should be three years (renewable by core GPH faculty for one additional 3-year term). The Planning Committee designated Peter Koehn as the initial GPH program director.

Given the interdisciplinary, unattached, and cross-unit structure of the GPH minor, the program director will report to the academic deans where core faculty are located – currently CAS, Education, and Health Science – and to the Provost. An annual report detailing program accomplishments and needs will be submitted to these deans and to the Provost. The Director of International Programs will be copied on the annual report, frequently consulted, and budget accounting will be submitted to this office.

The Planning Committee decided that the GPH minor program should have an External Advisory Committee (EAC). The recommended initial composition of the EAC would include Tom Bulger (MD), Peggy Schlesinger (MD), Tom Schwan (interest confirmed), Michele Sare (MSU nursing program, interest confirmed), Joe Knapp (MD), Brian Sippy (MD; interest confirmed), Sandy Shepard (MD, interest confirmed), and David Cate, (Director, Missoula Medical Aid). These individuals will be formally invited to serve following regents approval of the GPH minor.

The final result is this proposal for a cross-campus minor in Global Public Health that integrates multiple disciplines. Accrediting agency review and approval is not appropriate for this proposed program.
This proposal was reviewed and approved by the affected departments as follows:

Department Name: _______Political Science_________ Date: _____ 8 May 2011__________

Department Name: ____Public Health______________ Date: ______ 8 May 2011__________

Department Name: ___ Health & Human Performance____ Date: ______ 8 May 2011_______

In addition the deans of the following Schools/Colleges reviewed and approved the proposal:

Dean of: _____College of Arts & Sciences_____ Date: ______________May 2011______________

Dean of: _______ College of Education and Human Sciences___ Date: May 2011___________

Dean of: ___ College of Health Professions and Biomedical Sciences ___ Date: May 2011___

The proposal was reviewed and approved by the Faculty Senate at the University of Montana Date: __________________________

[No outside consultants were employed for the development of this proposal.]
### Appendix A

**Student's Interest in GPH minor**

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**Student's year in class**

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<td>Anthropology (ANTH)</td>
<td>UG 329 Social Change in Non-Western Societies 3 cr. Offered intermittently. Prereq., ANTH 2205 or consent of instr. Study of the processes of change, modernization and development.</td>
<td>U 201 Human Sexuality 3 cr. Offered autumn. Same as BIO 265, WGS 261. Biological, behavioral, and cross-cultural aspects of human sexuality to help students place their own sexuality and that of others in a broader perspective. Includes sexual anatomy, physiology, development, reproduction, diseases, sex determination, as well as gender development and current issues.</td>
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<td>UG 444 Culture, Health and Healing 3 cr. Offered autumn. Cross-cultural comparisons of theories and concepts and health and illness. Examination of the impact of these concepts upon health practices and treatment of disease around the world.</td>
<td>UG 343 Culture and Population 3 cr. Offered autumn. The relationship between population processes and culture to the human condition; survey data, methodologies, theories of demographic and culture change.</td>
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<td>UG 388X Native American Health and Healing 3 cr. Offered spring. Same as NAS 388X. Examination of traditional and contemporary uses of medicine in Native American societies. Issues discussed will be the current health status of American Indians, the relationship between medicine and culture, and introduction to various techniques for assessing health status of American Indian populations.</td>
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<td>U 395 Special Topics Variable cr. (R-9) Offered intermittently. Experimental offerings of visiting professors, experimental offerings of new courses, or one-time offerings of current topics. (Haddix)</td>
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<td>UG 418 Ecology and Genetic Variation in Human Populations 3 cr. Offered autumn even-numbered years. Prereq., ANTH 210N Human genetic variation examined from an ecological perspective. Emphasis on the role of infectious disease as a selective factor in human evolution and exploration of the implications of these associations for human genetic variation.</td>
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<td>UG 422 Psychological Anthropology 3 cr. Offered autumn even-numbered years. Prereq., ANTH 220S or consent of instr. The study of socialization, personality, cognition, and mental health cross-culturally.</td>
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<td>UG 431 Ethnographic Field Methods 3 cr. Offered spring. Prereq., ANTH 220S, 401, or consent of instr. Introduction to socio-cultural anthropological methods including participant observation, interviewing and narrative techniques and analysis of qualitative data.</td>
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<td>UG 448 Quantitative Ethnographic Methods 3 cr. Offered autumn odd-numbered years. This course is designed to enhance student understanding of field methods that generate qualitative data describing human behavior. The toolkit of a student completing this course will include knowledge of basic methods that will get you from observing behavior to discussing your research and findings in a professional manner in oral or written formats.</td>
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<td>Biology (BIOL)</td>
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<td>U 112 Introduction to Human Form and Function I 3 cr. Offered autumn. Explores the fundamentals of structure and function at basic cellular and tissue levels, in addition to the anatomy and physiology of the integumentary, musculoskeletal, and nervous systems.</td>
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<td>U 113 Introduction to Human Form and Function II 3 cr. Offered spring. Explores the fundamental structures and functions of the endocrine, cardiovascular, respiratory, digestive, urinary and reproductive systems.</td>
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<td>U 130N Evolution and Society 3 cr. Offered spring. A focus on relationships between evolutionary biology and important social issues, including the evolution of drug-resistant diseases, the construction and use of genetically-modified organism, human evolutionary biology, and experimental laboratory evolution.</td>
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<td>U 460 Medical Physiology 3 cr. Offered spring. Prereq., C (2.00) or better in BIOL 312, 513, one year college chemistry or consent of instr. An advanced course in human physiology for students preparing for careers in health care.</td>
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<td>Biology - Microbiology (BIOM)</td>
<td>U 227 Epidemiology of Vector-Borne and Parasitic Diseases 3 cr. Offered spring. Prereq., college level general biology class is recommended but not required. An introduction to the major groups of parasites and arthropod-borne pathogens infecting humans worldwide. The class will stress the biology, transmission dynamics, prevention and control of these organisms.</td>
<td>U 250N [BIOL 106N] Microbiology for Health Sciences 3 cr. Offered spring. Infectious diseases, including concepts of virulence, resistance, prevention and control of microbial diseases in the individual and in the community. If laboratory experience is desired, the student may enroll concurrently in BIOM 251 (BIOL 107). Credit not allowed toward a major in microbiology.</td>
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<td>400 Medical Microbiology 3 cr. Offered autumn. Microbial structure and functions, pathogenic microorganisms, virology, immunology. Credit not allowed toward a major in microbiology.</td>
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<td>Communication Studies (COMM)</td>
<td>UG 425 Communication in Health Organizations, 3 cr. Survey course provides an overview of key issues at the intersection of health communication and organizational communication by considering communication processes that occur in a number of distinct contexts including health care organizations and</td>
<td>U 251X International and Development Communication 3 cr. Offered yearly. International Communication is concerned with information exchange across national borders while Development Communication focuses on the historical, current, and prospective role of communication in social change, improving living conditions, and</td>
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<td>Health and Human Performance (HHP)</td>
<td>U 330 Overview of Health Education and Health Promotion 3 cr. Offered spring. Prereq., HHP 181. History, philosophy, and theory related to health education and health promotion. Includes the application of health promotion strategies to wellness programs and community health programs.</td>
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<td>UG 488 Program Planning for Community Health 3 cr. Offered Spring. Prereq., 330. Overview of the issues, approaches, and techniques community health educators and professionals utilize in planning and implementing programs to assist communities in improving health status and reducing risky behaviors and their determinants.</td>
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<td>U 236N Nutrition 3 cr. Offered autumn and spring. The principles of science as applied to current concepts and controversies in the field of human nutrition.</td>
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<td>UG 415 Health and the Mind/Body/Spirit Relationship 3 cr. Offered spring even-numbered years. Prereq., Junior standing. Overview of how the mind/body/spirit relationship affects health. Examination of current research exploring how thoughts, emotions, attitudes, and beliefs influence and mediate health outcome. Exploration of the theoretical applications of mind/body/spirit in health and healing used in contemporary society.</td>
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<td>Economics (ECNS)</td>
<td>UG 310 [ECON 320] Health Economics 3 cr. Offered intermittently. Prereq., economics course. Survey of market forces that govern the production and consumption of medical care in the U.S. market; uncertainty, asymmetric information, and concentrations of market power resulting in inefficient outcomes. Topics include cost escalations, role of medical insurance, and problems of an aging population.</td>
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<td>Environmental Studies (EVST)</td>
<td>U 487 Globalization, Justice, and the Environment 3 cr. Offered spring. Study of current trends in economic globalization and its effects on efforts to work for social justice and environmental sustainability, particularly in the Global South. Examination of different models and theories of globalization, analysis of ethical issues raised, and assessment of alternatives proposed.</td>
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<td>U 225 Community and Environment 3 cr. Offered autumn. Same as SOCI 225 (SOC 225). Exploration of the ways that communities address their environmental concerns. Introduction of relevant social science concepts.</td>
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<td>enhancing life prospects—mainly in developing countries. UG 4515 Intercultural Communication 3 cr. Offered autumn and spring. Communication principles and processes in cross-cultural environments. Non-Western cultures are emphasized by contrasting them to Western communication norms.</td>
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<td>Health Sciences (HS)</td>
<td>UG 430 Health Aspects of Aging 3 cr. Offered spring. Same as HHP and SW 430. Overview of the health aspects of aging in the United States including biological theories of aging, normal physiological changes associated with aging systems, common pathological problems associated with aging, cultural and ethnic differences in the health of elders, health promotion and healthy aging, and the health care continuum of care for older persons.</td>
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<td>Native American Studies (NAS)</td>
<td>UG 301E American Indian Religion and Philosophy 3 cr. Offered Autumn and Spring. Same as RELS 301E. A study of selected ethical systems; origins, world views; religious beliefs and the way they have been affected by western civilization.</td>
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<td>Pharmacy (PHAR)</td>
<td>U 320 American Indian Health Issues 2 cr. Offered spring. Same as HS 320. This course is designed to provide students a general overview of Native American health issues in the United States and Montana. The goal is to increase students’ awareness of the unique and special considerations that Native American populations have when it comes to the provision of medical care. An overview of the history and structure of the Indian Health Service will be given along with the development of Federal Indian health policy. (combined with PHAR 395).</td>
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<td>U 395 Native American Medicine 1 cr. Offered intermittently. Experimental offerings of visiting professors, experimental offerings of new courses, or one-time offerings of current topics. (Combined with PHAR 320)</td>
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<td>Philosophy (PHL)</td>
<td>UG 421E (PHIL 421E) Ethical Issues in Medicine 3 cr. Offered intermittently. Prereq., upper-division standing and lower-division course in Group VIII (E), or consent of instr. An examination of ethical problems raised by the practice of medicine and by recent developments in medically-related biological sciences.</td>
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<td>Political Science (PSCI)</td>
<td>U 227 Introduction to Global Health Issues 3 cr. Issues in Global Health treats current public-health challenges in industrialized and low-income countries, including chronic and infectious illnesses. Issues covered will include HIV/AIDS, the obesity epidemic, the “fatal flow of expertise,” transnational and indigenous health care (including medical tourism), migrant health care, conflict and health, quarantines and isolation, optimism/fatalism, and academic preparation for emerging transnational challenges. In comparative perspective, the course will explore the individual, environmental, resource, and governance context of public-health policy, interventions, and outcomes and address questions of human rights and ethics, health equity and justice, regional problematics and contributors, and the concerns of vulnerable populations along with possibilities for health advocacy. Through individual and group projects, students will</td>
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<td>U 324 Sustainable Climate Policies: China and USA 3 cr. Offered summers. Prereq., CCS 203 or consent of instructor. Explores historic, current, and future greenhouse-gas emissions of the United States and China, reasons why both are the two largest CO2 emitters, and prevailing national and subnational government policies and nongovernmental actions that affect emissions mitigation and adaptation. Health implications figure prominently.</td>
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<td>U 326 (PSC 326) Politics of Africa 3 cr. Offered autumn. Prereq., junior standing or consent of instr. Development of the political systems of sub-Saharan Africa. Analysis of the interaction between African and Western social, political, and economic forces. Special focus on HIV/AIDS and other health issues.</td>
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<td>Psychology (PSYC)</td>
<td>U 352 Multicultural Psychology 3 cr. Offered autumn even-numbered years. Current theories and research on culture, race, and ethnicity, and how the sociocultural context influences psychological processes.</td>
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<td>Public Health (PUBH)</td>
<td>U 431 Politics of Global Migration 3 cr. Prereq., junior standing or consent of instr. Exploration of the elective and forced migration of peoples within countries and across national boundaries. Geographical coverage includes Asia, North and Central America, Africa, and Europe. Attention to policy and gender issues surrounding economic and political migration.</td>
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<td>Social Work (SW)</td>
<td>U 465 Social Work in a Global Context 3 cr. Offered spring even-numbered years. Prereq., upper-division or graduate standing. Examination of globalization, human rights, poverty, international aid, and gender issues; their relationship to social work and social justice, and strategies for action.</td>
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<td>U 4XX/5XX – Global Health 3 cr. Global Health is designed to introduce students to the principles of International Health; and to assist students in obtaining an understanding of the practice of International Health. This course will examine: the Definition of International Health, History and Progress of Disease, and the Role of the Public Health in promoting health and preventing disease in the international arena.</td>
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<td>U 300 Human Behavior and Social Environment 4 cr. Offered autumn and spring. Prereq., SW 200. Prereq. or coreq., PSYX 2305 (PSYC 2405), junior standing. Using the ecological-social systems framework, the integration of knowledge and concepts from the social and behavioral sciences for analysis and assessment of problems and issues relevant to professional social work practice.</td>
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<td>U 323 Women and Social Action in the Americas 3 cr. Offered autumn odd-numbered years. Prereq., one of SW 100, SOC 1015 (SOC 1105), or ANTH 101H or consent of instr. Same as WS 323. Focus on women's experiences of and contributions to social change in North, South and Central America in the mid to late 20th century. Through case studies, testimonials, discussions with activists and Internet connections examine social constructions of gender, compare forms of social action in diverse cultural, political and historical contexts, link practice to theories of social participation, and reflect on lessons learned from women's experiences.</td>
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<td>Sociology</td>
<td>U 324</td>
<td>Gender and the Politics of Welfare 3 cr.</td>
<td>Offered autumn even-numbered years. Prereq., SW 100 or consent of instr. Same as WS 324. Exploration of the relationship between gender ideologies and the development of social welfare policies. Examination of historic and contemporary social welfare policies, practices and debates in the United States through a gender lens.</td>
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<td>Sociology</td>
<td>UG 410E</td>
<td>Ethics and the Helping Professions 3 cr.</td>
<td>Offered spring. Prereq., completion of twelve credits in social work or a related discipline or consent of instructor. Analysis of specific ethical dilemmas from personal, professional and policy perspectives. Focus on ethical issues common to the helping professions and utilizing codes of ethics as guides to decision-making. The relationship between professional ethical issues and the development of social policy.</td>
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<td>Sociology</td>
<td>UG 455S</td>
<td>Social Gerontology 3 cr.</td>
<td>Offered autumn. Examination of the field of social gerontology, including an examination of the major bio/psycho/social/cultural/spiritual theories of aging, the service system, social and health issues, family and care giving dynamics, social policy, and end of life concerns.</td>
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<td>Sociology</td>
<td>UG 475</td>
<td>Death, Dying and Grief 3 cr.</td>
<td>Offered intermittently. Examination of death, dying and grief from an ecological perspective, focusing on the processes of dying and theories of grief. Emphasis on physical, social, psychological, spiritual, and cultural influences that surround death and grief. Consideration of cultural norms, attitudes toward death, medical, legal and ethical issues of dying. Focus on normal and complicated grief.</td>
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<td>Sociology</td>
<td>UG 332</td>
<td>(SOC 300) Sociology of the Family 3 cr.</td>
<td>Offered autumn. Prereq., SOCI 101S (SOC 110S). Same as WGS 300. Historical, cross-cultural, and analytical study of the family. Emphasis on ideology, social structures, and agency affecting family composition and roles.</td>
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<td>Sociology</td>
<td>UG 371</td>
<td>Social Change and Global Development 3 cr.</td>
<td>Offered autumn even-numbered years. Prereq., SOCI 101S (SOC 110S). Same as WGS 360. Introduction to the global roots and dimensions of social change. Broad perspective on the forces that have transformed how &quot;development&quot; has shifted from a process of economic growth and welfare assistance organized nationally to a process of globally organized economic, political and cultural change.</td>
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<td>Women's and Gender Studies (WGS)</td>
<td>U 263S</td>
<td>Introduction to Women's and Gender Studies 3 cr.</td>
<td>Offered autumn. Broad overview of gender and women's issues from a social science perspective. Relevant topics related to the sociological and psychological aspects of gender across culture are explored, including masculinity, femininity, violence, reproductive health, cultural diversity in the expression of gender, issues in sexual orientation, and media contributions to these issues.</td>
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</tr>
<tr>
<td>Women's and Gender Studies (WGS)</td>
<td>UG 443 (SOC 322)</td>
<td>Sociology of Poverty 3 cr.</td>
<td>Offered autumn. Prereq., SOCI 101S (SOC 110S). An examination of the roots, prevalence and social characteristics of the poor. Analysis of policies intended to end poverty.</td>
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</tr>
<tr>
<td>Course Number</td>
<td>Course Title</td>
<td>Current Instructor</td>
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<tr>
<td>Required Core Courses</td>
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<tr>
<td>BIOM 227</td>
<td>Epidemiology of Vector-Borne and Parasitic Diseases</td>
<td>Willard Granath, Ph.D., &amp; Tom Schwan, Ph.D.</td>
<td></td>
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</tr>
<tr>
<td>PSCI 227</td>
<td>Introduction to Global Health Issues</td>
<td>Peter Koehn, Ph.D.</td>
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<td>Core Course Options</td>
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</tr>
<tr>
<td>ANTH 329</td>
<td>Social Change in Non-Western Societies</td>
<td>Kimber Haddix McKay, Ph.D.</td>
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</tr>
<tr>
<td>ANTH 444</td>
<td>Culture, Health, and Healing</td>
<td>Gilbert Quintero, Ph.D.</td>
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<tr>
<td>BIOM 400</td>
<td>Medical Microbiology</td>
<td>Ralph C. Judd, Ph.D.</td>
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<tr>
<td>BIOM 427</td>
<td>General Parasitology</td>
<td>Willard Granath, Ph.D.</td>
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<tr>
<td>COMM 425</td>
<td>Communication in Health Organizations</td>
<td>Joel Iverson, Ph.D.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECNS 310</td>
<td>Health Economics</td>
<td>Ranjan Shrestha, Ph.D.</td>
<td></td>
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</tr>
<tr>
<td>ENST 487</td>
<td>Globalization, Justice, and the Environment</td>
<td>Dan Spencer, Ph.D.</td>
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<tr>
<td>HHP 330</td>
<td>Overview of Health Education and Health Promotion</td>
<td>K. Annie Sondag, Ph.D.</td>
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<tr>
<td>HHP 488</td>
<td>Program Planning for Community Health</td>
<td>Laura Dybdal, Ph.D.</td>
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<tr>
<td>HS 430</td>
<td>Health Aspects of Aging</td>
<td>Ann K. Williams, Ph.D.</td>
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<tr>
<td>PHAR 320</td>
<td>American Indian Health Issues</td>
<td>Annie Belcourt, Ph.D.</td>
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<tr>
<td>PHAR 395</td>
<td>Native American Medicine</td>
<td>Rustem Meddora, Ph.D.</td>
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<tr>
<td>PHL 421E</td>
<td>Ethical Issues in Medicine</td>
<td>Mark J. Hanson, Ph.D.</td>
<td></td>
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<tr>
<td>PSCI 463</td>
<td>Development Administration</td>
<td>Peter Koehn, Ph.D.</td>
<td></td>
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</tr>
<tr>
<td>PUBH 102</td>
<td>History and Theory of Epidemiology</td>
<td>Craig Molgaard, Ph.D., M.P.H.</td>
<td></td>
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</tr>
<tr>
<td>PUBH 515</td>
<td>Public Health Genetics</td>
<td>Elizabeth Putnam, Ph.D.</td>
<td></td>
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</tr>
<tr>
<td>SW 465</td>
<td>Social Work in a Global Context</td>
<td>Janet Finn, Ph.D.</td>
<td></td>
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</tr>
<tr>
<td>SOCI 355</td>
<td>Population and Society</td>
<td>Teresa Sobieszczyk, Ph.D.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Course Form

## I. Summary of Proposed Changes

<table>
<thead>
<tr>
<th>Dept / Program</th>
<th>Biological Sciences</th>
<th>Prefix and Course #</th>
<th>BIOM 227</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Title</td>
<td>Epidemiology of Vector-Borne and Parasitic Diseases</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Short Title (max. 26 characters incl. spaces)</td>
<td>Vectors and Parasites</td>
<td></td>
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</tr>
<tr>
<td>Summarize the change(s) proposed</td>
<td>New course</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## II. Endorsement/Approvals

Complete the form and obtain signatures before submitting to Faculty Senate Office

<table>
<thead>
<tr>
<th>Requestor:</th>
<th>Willard O. Granath, Jr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone/ email:</td>
<td>x2975/bill.granath@umo.umt.edu</td>
</tr>
<tr>
<td>Program Chair/Director:</td>
<td>DBS Associate Dean Charles Janson</td>
</tr>
<tr>
<td>Other affected programs</td>
<td>Global Public Health, Peter Koehn</td>
</tr>
<tr>
<td>Dean:</td>
<td>CAS Dean Christopher Comer</td>
</tr>
</tbody>
</table>

Are other departments/programs affected by this modification because of:
- (a) required courses incl. prerequisites or corequisites,
- (b) perceived overlap in content areas
- (c) cross-listing of coursework

Please type / print name | Signature | Date |
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>5/4/11</td>
</tr>
</tbody>
</table>

Please obtain signature(s) from the Chair/Director of any such department/program (above) before submission

## III: To Add a New Course

Syllabus and assessment information is required (paste syllabus into section V or attach). Course should have internal coherence and clear focus.

Common Course Numbering Review (Department Chair Must Initial): YES NO

Does an equivalent course exist elsewhere in the MUS? Check all relevant disciplines if course is interdisciplinary. ([http://mus.edu/transfer/CCN/ccn_default.asp](http://mus.edu/transfer/CCN/ccn_default.asp))

If YES: Do the proposed abbreviation, number, title and credits align with existing course(s)? Please indicate equivalent course/campus. ✗

If NO: Course may be unique, but is subject to common course review. Be sure to include learning outcomes on syllabus or paste below. The course number may be changed at the system level.

Exact entry to appear in the next catalog (Specify course abbreviation, level, number, title, credits, repeatability (if applicable), frequency of offering, prerequisites, and a brief description.) ✗

U 227 Epidemiology of Vector-Borne and Parasitic Diseases 3 cr. Offered spring. Prereq., college level general biology class is recommended but not required. An introduction to the major groups of parasites and arthropod-borne pathogens infecting humans worldwide. The class will stress the biology, transmission dynamics, prevention and control of these organisms.

**Justification:** How does the course fit with the existing curriculum? Why is it needed?
This class will be 1 of the 2 required classes for the proposed new undergraduate minor in Global Public Health. This course will lay the foundation for understanding the major groups of parasites and arthropod-borne pathogens infecting humans worldwide, including their biology, transmission dynamics, prevention and control. Such information is a major constituent of global public health and a basic understanding of these diseases is essential and a necessary component of the proposed curriculum for the minor. Although originally designed for the Global Public Health minor, it is anticipated that this class will have a broader appeal as there are no comparable classes available at UM or throughout the MUS at the undergraduate level. Finally, this class fits well within the University’s Strategic Plan which states that “UM will offer an educational experience at all degree levels that provides graduates the foundation to make positive impacts on a world that is increasingly interconnected.”

Are there curricular adjustments to accommodate teaching this course?

No.

Complete for UG courses. (UG courses should be assigned a 400 number).

Describe grad student increment

(http://uml.edu/facultysenate/committees/grad_council/procedures/gradincrement.aspx)

New fees and changes to existing fees are only approved once each biennium by the Board of Regents. The coordination of fee submission is administered by Administration and Finance. Fees may be requested only for courses meeting specific conditions according to Policy 940.12.1 (http://umsl.edu/borpol/bor900/940-12-1.pdf). Please indicate whether this course will be considered for a fee.

If YES, what is the proposed amount of the fee?

Justification:

<table>
<thead>
<tr>
<th>IV. To Delete or Change an Existing Course – check X all that apply</th>
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</thead>
<tbody>
<tr>
<td>Deletion</td>
</tr>
<tr>
<td>Course Number Change</td>
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<tr>
<td>To:</td>
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<tr>
<td>Description Change</td>
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<tr>
<td>Change in Credits</td>
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<tr>
<td>To:</td>
</tr>
<tr>
<td>Prerequisites</td>
</tr>
<tr>
<td>1. Current course information at it appears in catalog (<a href="http://www.umsl.edu/catalog">http://www.umsl.edu/catalog</a>)</td>
</tr>
<tr>
<td>3. If cross-listed course: secondary program &amp; course number</td>
</tr>
<tr>
<td>4. Is this a course with MUS Common Course Numbering?</td>
</tr>
<tr>
<td><a href="http://umsl.edu/transfer/CCN/ccn_default.asp">http://umsl.edu/transfer/CCN/ccn_default.asp</a></td>
</tr>
<tr>
<td>If yes, please explain below whether this change will eliminate the course's common course status.</td>
</tr>
<tr>
<td>5. Graduate increment if level of course is changed to UG. Reference guidelines at: <a href="http://umsl.edu/facultysenate/committees/grad_council/procedures/gradincrement.aspx">http://umsl.edu/facultysenate/committees/grad_council/procedures/gradincrement.aspx</a> (syllabus required in section V)</td>
</tr>
<tr>
<td>6. Other programs affected by the change</td>
</tr>
<tr>
<td>7. Justification for proposed change</td>
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</tbody>
</table>
GENERAL INFORMATION

Epidemiology of Vector-Borne and Parasitic Diseases, BIOM 227

Instructors:
Dr. Bill Granath, Biological Sciences, University of Montana; Office: HS 306; phone: 243-2975; email: bill.granath@mso.umt.edu
Dr. Tom Schwan, Chief, Laboratory of Zoonotic Pathogens, National Institutes of Health, Hamilton, MT; phone: 363-9250; email: tschwan@niaid.nih.gov

Lecture: Tu, Th 0:00-0:00, Room:

Class Goals:
The purpose of this class is to give you an overview of the major groups of parasites and arthropod-borne pathogens that infect humans throughout the world. After taking this class you should have an understanding of the biology of these organisms including their transmission and pathology. We will also discuss methods to prevent and control these diseases.

Textbook: To be determined.

Lecture exams:
Three 1 hour midterms and a comprehensive final exam (see lecture topics for subjects to be covered on each exam).

Class project:
Each student will be assigned a project using “GIDEON” (=Global Infectious Diseases & Epidemiology Online Network available through the Mansfield Library). GIDEON is an interactive and comprehensive tool that can be used for diagnosis and reference in the fields of tropical and infectious diseases, epidemiology, microbiology, parasitology and chemotherapy. The use of this resource will be discussed in class and individual assignments will be made.

Grading: Each of the 3 midterms will count for 20% of your grade. The final exam will count 25% and the GIDEON project will count for 15% of your grade.

ATTENTION:

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructors and/or a disciplinary sanction by the University.

All students need to be familiar with the Student Conduct Code. The Code is available for review online at http://www.umt.edu/SA/VPSA/index.cfm/page/1321.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan.</td>
<td>22 General information, introduction to vector-borne and parasitic diseases</td>
<td></td>
</tr>
<tr>
<td></td>
<td>24 Overview of the biology of blood-feeding arthropods</td>
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<td></td>
<td>29 Tick-borne viral diseases: Tick-borne encephalitis; Colorado tick fever</td>
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<td></td>
<td>31 Tick-borne bacterial diseases: Rocky Mountain spotted fever; Q fever; tick paralysis</td>
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<tr>
<td>Feb.</td>
<td>5 Tick-borne bacterial diseases (continued): Tularemia; Ehrlichiosis; Anaplasmosis</td>
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<td></td>
<td>7 Tick-borne bacterial diseases (continued): Lyme disease and relapsing fever</td>
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<tr>
<td></td>
<td>12 Insect-borne viral diseases: Yellow Fever; Dengue Fever; West Nile Encephalitis</td>
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<td>14 Insect-borne viral diseases (continued): Rift Valley Fever;</td>
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<td></td>
<td>19 Flea-and louse-borne bacterial diseases: plague; murine typhus; cat scratch fever</td>
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<tr>
<td></td>
<td>21 Exam I; covers material from 1/22 to 2/19</td>
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<tr>
<td></td>
<td>26 Principles of protozoan biology</td>
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<td></td>
<td>28 Vector-borne protozoa: Malaria</td>
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<tr>
<td></td>
<td>5 Vector-borne protozoa: Malaria (continued); African sleeping sickness and zoonotic African trypanosomes</td>
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<td>7 Vector-borne protozoa: Chagas Disease (American trypanosomiasis) and leishmaniasis</td>
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<td>12 Vector-borne protozoa: Leishmaniasis (continued); Principles of helminth (worm) biology</td>
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<tr>
<td></td>
<td>14 Vector-borne helminths: Lymphatic filariasis</td>
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<tr>
<td></td>
<td>19 Vector-borne helminths: River blindness, eye worm and zoonotic filarial infections</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Readings*</td>
</tr>
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<tr>
<td>21</td>
<td>Snail-borne helminths: Schistosomiasis</td>
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<tr>
<td>26</td>
<td>Snail-borne helminths: Liver and lung flukes; brain roundworm</td>
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<tr>
<td>28</td>
<td>Exam II; covers material from 2/26 to 3/26</td>
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<tr>
<td>Apr.</td>
<td>1-5 Spring Break</td>
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<tr>
<td>9</td>
<td>Food, water and soil-borne protozoa: <em>Entamoeba histolytica</em> (Montezuma’s Revenge) and other intestinal amoeba</td>
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<tr>
<td>11</td>
<td>Food, water and soil-borne protozoa: Giardiasis, other intestinal flagellates and opportunistic protozoan infections.</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Food, water and soil-borne helminths: Pinworms, whipworms and the large intestinal round worm of humans</td>
<td></td>
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<tr>
<td>18</td>
<td>Food, water and soil-borne helminths: Hookworms, trichinosis and the Fiery Serpent of the Nile!</td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>Food, water and soil-borne helminths: Adult tapeworm infections of humans</td>
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<tr>
<td>25</td>
<td>Food, water and soil-borne helminths: Juvenile tapeworm infections in humans including brain cysticercosis and echinococcus</td>
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<tr>
<td>30</td>
<td>Catch-up and review for third midterm and final exam</td>
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</tr>
<tr>
<td>May</td>
<td>2 Exam III; covers material from 4/9 to 4/30</td>
<td></td>
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</tbody>
</table>

**Final exam 00:00 - 00:00. (Finals week = May 6-10)**

*Once a textbook is selected, the appropriate chapter(s) for each topic will be listed along with any additional readings selected from the current literature.*

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**VI. Department Summary.** (Required if several forms are submitted) In a separate document list course number, title, and proposed change for all proposals.

**VII. Copies and Electronic Submission.** After approval, submit original, one copy, summary of proposals and electronic file to the Faculty Senate Office, UH 221, camie.foos@mso.umt.edu.
Course Form

1. Summary of Proposed Changes

<table>
<thead>
<tr>
<th>Dept./Program</th>
<th>Political Science</th>
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<tbody>
<tr>
<td>Course Title</td>
<td>Issues in Global Public Health</td>
</tr>
<tr>
<td>Short Title (max. 26 characters, incl. spaces)</td>
<td>Global Health Issues</td>
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<tr>
<td>Summarize the change(s) proposed</td>
<td>New course</td>
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2. Endorsement/Approvals

<table>
<thead>
<tr>
<th>Requestor</th>
<th>Peter Koehn</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone/Email</td>
<td>X5294</td>
</tr>
<tr>
<td>Program Chair/Director</td>
<td>Paul Haber</td>
</tr>
<tr>
<td>Other affected programs</td>
<td>GPH minor</td>
</tr>
<tr>
<td>Dean</td>
<td>Chris Comer</td>
</tr>
</tbody>
</table>

Please type/print name: 

<table>
<thead>
<tr>
<th>Signature</th>
<th>Date</th>
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<td></td>
<td>25 April 2011</td>
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<tr>
<td></td>
<td>26 April 2011</td>
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<td></td>
<td>26 April 2011</td>
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</tbody>
</table>

Are other departments/programs affected by this modification, because of:
(a) required courses incl. prerequisites or corequisites?
(b) perceived overlap in content areas?
(c) cross-listing of coursework?

Please obtain signature(s) from the Chair/Director of any such department/program (above) before submission.

4. How to Add a New Course

Common Course Numbering Review (Department Chair Must Initial):

<table>
<thead>
<tr>
<th>Course</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSCI 227</td>
<td></td>
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</tbody>
</table>

If NO: Course may be unique, but is subject to common course review. Be sure to include learning outcomes on syllabus or paste below. The course number may be changed at the system level.

See V below

<table>
<thead>
<tr>
<th>Exact entry to appear in the next catalog (Specify course abbreviation, level, number, title, credits, repeatability, if applicable, frequency of offering, prerequisites, and a brief description.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSCI 227. Issues in Global Public Health (3 cr). Offered every spring. No prerequisites. Treats current public-health challenges in industrialized and low-income countries, including chronic and infectious illnesses. In comparative perspective, the course explores the individual, environmental, resource, and governance context of public-health policy, interventions, and outcomes and address questions of human rights and ethics, health equity and justice, regional problematics and contributors, and the concerns of vulnerable populations along with possibilities for health advocacy.</td>
</tr>
</tbody>
</table>

Justification: How does the course fit with the existing curriculum? Why is it needed?

Required core course in new minor in Global Public Health. Provides students with social science perspectives on pressing global health issues of our time.

Are there curricular adjustments to accommodate teaching this course?

No

Complete for UG courses. (UG courses should be assigned a 400-number.)

Describe graduate increment:

(http://unit.edu/faculty senate/committees/grad council/procedures/gradIncrement.aspx)
Issues in Global Public Health

PSCI 227 (3 credits; offered annually spring)

Peter Koehn, Ph.D.

Course Description

Issues in Global Health treats current public-health challenges in industrialized and low-income countries, including chronic and infectious illnesses. Issues covered will include HIV/AIDS, the obesity epidemic, the “fatal flow of expertise,” transnational and indigenous health care (including medical tourism), migrant health care, conflict and health, quarantines and isolation, optimism/fatalism, and academic preparation for emerging transnational challenges. In comparative perspective, the course will explore the individual, environmental, resource, and governance context.
of public-health policy, interventions, and outcomes and address questions of human rights and ethics, health equity and justice, regional problematics and contributors, and the concerns of vulnerable populations along with possibilities for health advocacy. Through individual and group projects, students will prepare to work collaboratively with future transnational partners.

Learning Objectives

Demonstrate ability to discern interconnections among local and transnational forces that facilitate and constrain global health.

Demonstrate ability to identify and distinguish structural, environmental, community, biological, and individual factors affecting global health.

Demonstrate ability to analyze the effects on public-health systems of politics and social/ economic policies at the local, state/provincial, national, and international levels.

Demonstrate ability to connect contemporary health challenges to transnational socio-cultural, political, economic, environmental, biological, and behavioral determinants.

Demonstrate awareness of factors that contribute to wide disparities in health among certain populations.

Demonstrate ability to explore and critically assess approaches aimed at reducing health disparities now and for generations to follow.

Course Outline

The individual, environmental, resource, and governance context of public-health policy, interventions, and outcomes.

The “right” to health
Vulnerable populations
Health equity and justice
Conflict and health
Regional problematic and contributors
The “fatal flow of expertise”
Migrant health care
Transnational and indigenous health care; medical tourism

Global issues
Infectious and chronic illnesses
HIV/AIDS
Obesity epidemic

Resiliency
Quarantines and isolation
Academic preparation for emerging transnational challenges
Health advocacy

Readings

Peter H. Koehn and James N. Rosenau, Transnational Competence: Empowering Professional Curricula for Horizon-rising Challenges, introduction, chapters 1-4, 10-12.


James Dwyer, “What’s Wrong with the Global Migration of Health Care Professionals?” (2007)

Scott Harding and Kathryn Libal, “War and the Public Health Disaster in Iraq” (2010)

Matthew Bishop and Michael Green, “Billanthrophy: Good or Bad?” (2009)

Peter Koehn & Marja Tiilikainen, “Migration and Transnational Health Care: Connecting Finland and Somalia” (2007)
“Americans with Disabilities Applaud President Obama’s Intention to Sign Convention” (2009)
Venters, Foote, & Keller, “Medical Advocacy on Health of Detained Immigrants” (2010)

Assessment

Quizes 30%
Debates 30%
Reflective journal 10%
Final exam 30%
Course Description:

Anthropology 329 is a course about processes of social change in non-western societies. This semester’s focus is on social change in the two regions of the world where I am actively involved in social change research—sub-Saharan Africa and South Asia. We will examine the economic, political, demographic, and cultural factors that can become involved in social change, specifically as associated with ‘development’. Later in the semester we’ll make a brief detour into Central America in the section on tourism and development, but mainly we’ll focus on sub-Saharan Africa and South Asia. During the semester I will be showing you a variety of short films or film clips to bring to help bring to life the current situations and circumstances in our target regions and projects.

Some of the major forces shaping social change in recent decades are controlled by people and institutions involved in “development”. Since WWII the so-called “development industry” has developed a life of its own, and the ways in which the major players in international development affect the lives of local people in the developing world will be an important part of the course. We will be looking at the role and impact of the World Trade Organization, the World Bank, the International Monetary Fund, the US Agency for International Development (USAID) and other bilateral aid organizations, and a variety of NGOs (non-government organizations) in recent social change in selected countries of sub-Saharan Africa and South Asia. We will analyze the successes and failures of a variety of development projects in these regions.

The class focuses on four main drivers of social change in the developing world: As associated with major economic development projects such as dams, with resettlement and other forms of internal displacement, with health development projects, and with tourism.
Texts:

Wooding, N. *There’s a Snake in my Cupboard* New Wine Ministries Press, 2005.

Eres: Supplementary readings for Anthropology 329

Requirements:

- Class participation (and thus attendance) is mandatory. I expect you to have read the assigned readings prior to the class for which they are assigned, and to be prepared to discuss them with your peers. Making a few notes to yourself before class about points you find interesting in the readings will help tremendously. Several times during the semester, your participation and preparation for class will be evaluated with discussions, debates, quizzes, problem solving activities, or short writing assignments about the films. Keep in mind that if you miss a class, you may not make up missed class work or attendance, which ultimately lowers your grade.

- There will be three non-cumulative midterm exams and a cumulative final exam.

- Your final grade will be calculated on the basis of attendance, class participation in discussions, and your grades on three of the four exams. If you are satisfied with your grades on the three midterms, you can skip the final exam.

- Distribution of course grade:
  
<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three exams</td>
<td>75%</td>
</tr>
<tr>
<td>Attendance, participation, in-class assignments, quizzes</td>
<td>25%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

- Additional information:
  
  - Please feel free to come to my office hours, or to catch me before or after class with questions. You can also schedule an appointment to meet outside of office hours.
  - Make up exams – only with a documented health issue or with prior permission. If you cannot come to an exam, you must tell me before on or on the day of the exam that you will be absent. Make ups will be scheduled at my convenience within one week of the scheduled exam.
  - Reserve readings are available online through Eres at Mansfield Library, under my name with the access code ANTH329.
  - If you’re taking this class pass/no pass, a pass > 69%.
<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topic</th>
<th>Reading/Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Tuesday: Class structure and description of material</td>
<td></td>
</tr>
<tr>
<td>Sept 1 and 3</td>
<td>Thursday: Theoretical background, short film: ‘Another world is possible’</td>
<td><em>Gardner and Lewis, Chpt 1</em></td>
</tr>
<tr>
<td>Sept 8 and 10</td>
<td>Thursday: Major players, continued</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Tuesday: Local participation in rural development – importance of gender and other forms of power</td>
<td>Eres: <em>Peters</em> Eres: <em>Mehta</em></td>
</tr>
<tr>
<td>Sept 15 and 17</td>
<td>Thursday: Who is local? Using the example of water-related development</td>
<td>Eres: <em>Armbrecht Forbes</em> Eres: <em>Michaels and Napolitano</em></td>
</tr>
<tr>
<td>4</td>
<td>Tuesday: Kariba dam and ‘The Cutting Edge of Progress’ -- who benefits, who suffers? The Gwembe Tonga</td>
<td><em>Gardner and Lewis, Chpt 4</em> Eres: <em>Colson</em> Eres: <em>Karanth</em></td>
</tr>
<tr>
<td>Sept 22 and 24</td>
<td>Thursday: First exam</td>
<td><strong>First exam Thursday in class</strong></td>
</tr>
<tr>
<td>Sept 29 and Oct 1</td>
<td>Thursday: ‘The Great Dance’</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Tuesday: Conservation and development: The Campfire approach</td>
<td>Eres: <em>Metcalf</em> Eres: <em>Kasere</em></td>
</tr>
<tr>
<td>Oct 6 and 8</td>
<td>Thursday: Conservation and development: Caprivi Conservancy Libby Khumalo</td>
<td>Eres: <em>Murphy and Mulonga</em> Eres: <em>Rodwell et al</em></td>
</tr>
<tr>
<td>7</td>
<td>Tuesday: Water issues and development—challenges and solutions</td>
<td><em>TBA</em></td>
</tr>
<tr>
<td>Oct 13 and 15</td>
<td>Sarah Halvorson</td>
<td></td>
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<tr>
<td></td>
<td>Thursday: Conservation and Development in Southern Africa Wayne Freimund</td>
<td>Eres: <em>West and Brockington</em></td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
<td>Reference</td>
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<td>------------</td>
<td>-----------------------------------------------------------------------</td>
<td>----------------------------------------</td>
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<tr>
<td>Oct 20 and 22</td>
<td>Tuesday: Health issues and Development – Medical Missions</td>
<td>Eres: Montgomery</td>
</tr>
<tr>
<td>Oct 20 and 22</td>
<td>Tom Bulger</td>
<td>Eres: Nichter and Nichter</td>
</tr>
<tr>
<td>Oct 27 and 29</td>
<td>Thursday: Health issues and Development – challenges and solutions</td>
<td>First 1/2 Wooding</td>
</tr>
<tr>
<td>Oct 27 and 29</td>
<td>Tom Bulger</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Tuesday: Religion, healing and health care</td>
<td>Second 1/2 Wooding</td>
</tr>
<tr>
<td>Oct 27 and 29</td>
<td>Thursday: Health development with traditional healers – shamans and</td>
<td>Eres: Walter</td>
</tr>
<tr>
<td>Oct 27 and 29</td>
<td>spiritualists</td>
<td>Eres: Katz &amp; Biesele</td>
</tr>
<tr>
<td>10</td>
<td>Tuesday: Health development in Nepal</td>
<td>Eres: Haddix McKay</td>
</tr>
<tr>
<td>Nov 3 and 5</td>
<td>Thursday: Second Exam</td>
<td>Second exam Thursday</td>
</tr>
<tr>
<td>11</td>
<td>Tuesday: Review exam and begin ‘Ancient Futures: Learning from</td>
<td>First 1/2 Norberg Hodge</td>
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<tr>
<td>Nov 10 and 12</td>
<td>Ladakh</td>
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<tr>
<td>Nov 10 and 12</td>
<td>Thursday: Social change brought by ‘modernization’ in Ladakh</td>
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<tr>
<td>12</td>
<td>Tuesday: Are there lessons in Ladakh? The diseases of development</td>
<td>Second 1/2 Norberg Nodge</td>
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<tr>
<td>Nov 17 and 19</td>
<td>Thursday: Film and discussion on social change via global tourism—</td>
<td>Eres: Petry</td>
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<tr>
<td>Nov 17 and 19</td>
<td>‘Cannibal tours’</td>
<td>Eres: Smith</td>
</tr>
<tr>
<td>13</td>
<td>Tuesday: Film and discussion on social change and the environmental</td>
<td>Eres: Maclaren</td>
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<tr>
<td>Nov 24 and 26</td>
<td>movement—‘The Spirit of Kuna Yala’</td>
<td>Eres: Bennett</td>
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<tr>
<td>14</td>
<td>Thursday: Thanksgiving Break</td>
<td></td>
</tr>
<tr>
<td>Dec 1 and 3</td>
<td>Tuesday: Managing environmental change through tourism development</td>
<td>Eres: Bruner and Kirshenblatt-Gimblett</td>
</tr>
<tr>
<td>Dec 1 and 3</td>
<td>Thursday: How to do ‘good development’. The ethics of involvement in</td>
<td>Gardner and Lewis, 103-135</td>
</tr>
<tr>
<td>Dec 1 and 3</td>
<td>development by anthropologists</td>
<td>Gardner and Lewis, Chpt 7</td>
</tr>
<tr>
<td>15</td>
<td>Tuesday: Third exam</td>
<td>Third exam Tuesday</td>
</tr>
<tr>
<td>Dec 8 and 10</td>
<td>Thursday: Review exam three, evaluations</td>
<td></td>
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<tr>
<td>16</td>
<td>Monday: Final Exam 10:10-12:10</td>
<td>Finals week</td>
</tr>
</tbody>
</table>
Culture, Health & Healing  
Anthropology 444, Fall 2010  
TR 9:40-11:00am  
LA 306

Gilbert Quintero, Ph.D., Associate Professor  
Phone: 243-5825  
Office: SS 224  
Office hours: TR 11:10-12:00  
Email: gilbert.quintero@umontana.edu

UNDERGRADUATE SYLLABUS

Course Description

This course provides an introduction to the field of medical anthropology – the study of human health, disease and curing from a cross-cultural, historical, archeological, and evolutionary perspective. Societies throughout the world recognize certain bodily, emotional, and mental conditions as undesirable and in need of change. Individual and societal definitions of disease and responses to illness are shaped by biological characteristics, social dynamics, cultural values, and collective expectations. In this course we will examine various theories, methods, and frameworks in order to explore how health, illness, and healing are conceptualized and experienced in different cultures. Topics will include: shamanism, medical ecology, cultural and political ecologies of disease, gender and health, medical systems as cultural systems, international health issues and programs, mental illness, and social definitions of health and illness.

After successfully completing this course the student should be able to:

1) Describe and analyze the interrelationships between human biological and sociocultural systems and several illnesses and diseases in different temporal and geographic settings;

2) Compare and appraise core components of health systems, including etiology, diagnosis, help-seeking, treatment, evaluation of efficacy and effectiveness, and health care traditions and sectors in several different sociocultural settings;

3) Distinguish and examine major theoretical and methodological approaches to health and disease in anthropology;

4) Identify and relate several major contemporary issues in the anthropology of health and illness; and

5) Understand and evaluate the contributions of applied anthropology in addressing health issues in multiple sociocultural settings.

Course Requirements

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Attendance &amp; participation</td>
<td>10%</td>
</tr>
<tr>
<td>Exams (best 2 out of 3)</td>
<td>60%</td>
</tr>
<tr>
<td>Critical book review</td>
<td>30%</td>
</tr>
</tbody>
</table>

Plus/minus grades will be assigned for this course. Final cumulative grades will be based upon the point totals for each of the requirements outlined above.
Attendance and participation: Attendance will be taken on a periodic basis. Students will also be asked to participate in class assignments from time to time. There are no make-ups for these assignments.

Exams: A portion of each student's grade will be based upon the best scores from two out of three exams. This means that the last exam is optional, based on your satisfaction with the scores on the previous two exams. Exams will consist of an objective, multiple choice questions and will cover material from lectures and readings. The last exam will be comprehensive.

Critical book review: Students are required to write a single integrated critical review of two books, "Unimagined Community" (Thornton) and "AIDS and Accusation" (Farmer). This review must be approximately 2500 words in length, excluding the bibliography. All reviews are due at the beginning of our final regular class meeting. No late papers will be accepted. Details regarding the structure and content of the review will be provided at a later date.

Policies

Adds, drops, grade changes: University policies on drops, adds, changes of grade option, or change to audit status will be strictly enforced. These policies are described in the current catalog. Students should specifically note that after the 30th day of the semester, such changes are NOT automatically approved. They may be requested by petition, but the petition MUST be accompanied by documentation of extenuating circumstances. Requests to drop a course or change the grade basis to benefit a student's grade point average will not be approved.

Electronic devices: Cell phones, mp3 players and other electronic devices should be turned off for the duration of class. Laptop users must sit in the first row of the classroom.

Attendance: Please be on time for class and notify me if you intend to leave early. Irregular attendance will result in a lower grade.

Make-up exams: All students must take two out of the three scheduled exams. If an exam is missed, the student will receive no points. Because a student can miss one exam without penalty there will generally be no make-up exams. The only exceptions to this are those situations that fall under University policy which states that a make-up will be allowed in circumstances where a student can provide documentation that they are missing a scheduled exam because of their participation in a University sponsored activity, which includes field trips, ASUM service, music or drama performances, and intercollegiate athletic events. Individuals missing a scheduled exam because of military service or mandatory public service may also petition for a make-up. Any student requiring a make-up must notify the instructor in writing no less that a week before the scheduled exam and must provide official documentation regarding the reason for the absence in advance. If a make-up exam is approved it must be completed within one week of the original exam.

Extra credit: There are no extra credit assignments offered in this course.

Students with disabilities: University policy states that it is the responsibility of students with documented disabilities to contact instructors during the first week of the semester to discuss appropriate accommodations to ensure equity in grading, classroom experiences, and outside assignments. The instructor will work with the student and the staff of the Disability Services for Students (DSS) to make accommodations. Please contact DSS (243.2373, Lommasson Center 154) for more information.
Email: Please conduct any class related email communications with me through your UM account.

Code of Conduct: All students are expected to perform in accordance with the Student Conduct Code. The code is available at http://life.umt.edu/vpsa/student_conduct.php.

Required Texts

Brown, P. J., and R. Barrett (editors)
2010 Understanding and Applying Medical Anthropology, second edition. Mayfield Publishing. ISBN: 9780073405384. Reading assignments from this volume are denoted by an * in the course schedule (below).

Farmer, Paul

Thornton, Robert J.

Blackboard Course Supplement

A web-based supplement for this class is available on Blackboard: https://courseware.umt.edu/. Technical support is provided at: http://www.umt.edu/xls/techsupport/default.aspx.

Course Topics, Schedule, and Assignments

Week 1/Aug 31 – What is Medical Anthropology?: A Short History

* Brown et al., Medical Anthropology


Week 2/Sep 7 – Defining Health & Disease: Contending with Personal & Professional Frameworks


**Week 3/Sep 14 – No Country for Old Men?: Disease in Prehistoric & Early Historic Times**

* Boyd Eaton et al., *Stone Agers*
* Armelagos, *Health and Disease*
* McKeown, *Determinants of Health*


**Week 4/Sep 21 – Health & Adaptation, Disease & Social Stratification: Perspectives from Medical & Political Ecologies**

* Brown, *Cultural Adaptations*
* Farmer, *Social Inequalities*
* Singer, *Why is it Easier?*


**Week 5/Sep 28 – Theories of Illness Etiology; Anthropological Theories of Healing**

* Foster, *Disease Etiologies*
* Konner, *Transcendental Medication*
* Blumhagen, *White Coat*


**Week 6/Oct 5 – Shamans, Neo-Shamans & Charlatans: Healers or Hucksters?**

* Lévi-Strauss, *The Sorcerer's*
* Moerman, *Doctors & Patients*
* Hahn, *The Nocebo*


**Week 7/Oct 12 – Illness Meanings & Classifications: Sociocultural Influences on the Expression & Interpretation of Disease**

Exam 1 (10/12)
Dressler, *Ethnomedical Beliefs*  
CDC, *Health Beliefs*


**Week 8/Oct 19 – The Cure for What Ails You?: Sociocultural Aspects of Pharmaceutical Use**


**Week 9/Oct 26 – Mind, Culture & Society: The Anthropology of Mental Health**

* Kleinman, *Psychiatric Disorders*  
* Rubel, *Epidemiology of a Folk Illness*  
* Ozawa-de Silva, *Internet Suicide*


**Week 10/Nov 2 – Beliefs & Practice: Exploring the Relationships between Culture & Health Behavior**

**Election Day 11/2 (no class)**


Week 11/Nov 9 Nature or Nurture?: Race, Ethnicity & Disease

Veterans Day Holiday 11/11 (no class)

* Trotter, *Lead Poisoning*
* Singer et al., *Juan Garcia*


Week 12/Nov 16 – Learning to Be Sick: Social Labeling, Medicalization & Stigma

* Waxler, *Learning to be a Leper*
* Murphy, *The Damaged Self*
* Becker, *Coping with Stigma*
* Inhorn, *Genital Herpes*
* Barrett et al., *Stigma Influenza*
* Farmer et al., *AIDS*

Week 13/Nov 23 – Men are from Mars, Women are from Venus (?): Gender, Health & Culture

Thanksgiving Holiday 11/25 (no class)

* Hunt, *Strategic Suffering*
* Liburd et al., *Understanding Masculinity*
* Martin, *Medical Metaphors*
* West, *Turn-Taking*
* Schepers-Hughes, *Culture, Scarcity*

Week 14/Nov 30 – Disease, Habit, Vice... or Something Else?: Anthropological Perspectives on Drug Use & Addiction


Week 15/Dec 7 – Going for the Global: World Health in Anthropological Perspective

Book reviews due (12/9)
Exam 2 (12/9)

* Nichter et al., *Saving the Children*
* Kendall et al., *Ethnomedicine*
* Green, *New Challenges*


Week 16/Dec 15

Exam 3/Make-up exam (Wednesday, 12/15, 10:10am-12:10pm).

Nota bene: Reading assignments for each week should be completed by the date outlined in this schedule (i.e., the first class meeting of the week).

This syllabus provides a general plan for the course. Deviations may be necessary.
GENERAL INFORMATION

Epidemiology of Vector-Borne and Parasitic Diseases, BIOM 227

Instructors:
Dr. Bill Granath, Biological Sciences, University of Montana; Office: HS 306; phone: 243-2975; email: bill.granath@mso.umt.edu
Dr. Tom Schwan, Chief, Laboratory of Zoonotic Pathogens, National Institutes of Health, Hamilton, MT; phone: 363-9250; email: tschwan@niaid.nih.gov

Lecture: Tu, Th 0:00-0:00, Room:

Class Goals:
The purpose of this class is to give you an overview of the major groups of parasites and arthropod-borne pathogens that infect humans throughout the world. After taking this class you should have an understanding of the biology of these organisms including their transmission and pathology. We will also discuss methods to prevent and control these diseases.

Textbook: To be determined.

Lecture exams:
Three 1 hour midterms and a comprehensive final exam (see lecture topics for subjects to be covered on each exam).

Class project:
Each student will be assigned a project using “GUIDEON” (=Global Infectious Diseases & Epidemiology Online Network available through the Mansfield Library). GUIDEON is an interactive and comprehensive tool that can be used for diagnosis and reference in the fields of tropical and infectious diseases, epidemiology, microbiology, parasitology and chemotherapy. The use of this resource will be discussed in class and individual assignments will be made.

Grading: Each of the 3 midterms will count for 20% of your grade. The final exam will count 25% and the GUIDEON project will count for 15% of your grade.

ATTENTION:

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructors and/or a disciplinary sanction by the University.

All students need to be familiar with the Student Conduct Code. The Code is available for review online at http://www.umt.edu/SA/VPSA/index.cfm/page/1321.
# DRAFT SYLLABUS
(based on two 70 min lectures/week)

BIOM 227 Epidemiology of Vector-Borne and Parasitic Diseases, Spring 2013

### LECTURE TOPICS

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 22</td>
<td>General information, introduction to vector-borne and parasitic diseases</td>
<td></td>
</tr>
<tr>
<td>Jan. 24</td>
<td>Overview of the biology of blood-feeding arthropods</td>
<td></td>
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<tr>
<td>Jan. 29</td>
<td>Tick-borne viral diseases: Tick-borne encephalitis; Colorado tick fever</td>
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<tr>
<td>Jan. 31</td>
<td>Tick-borne bacterial diseases: Rocky Mountain spotted fever; Q fever; tick paralysis</td>
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<tr>
<td>Feb. 5</td>
<td>Tick-borne bacterial diseases (continued): Tularemia; Ehrlichiosis; Anaplasmiosis</td>
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<tr>
<td>Feb. 7</td>
<td>Tick-borne bacterial diseases (continued): Lyme disease and relapsing fever</td>
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<tr>
<td>Feb. 12</td>
<td>Insect-borne viral diseases: Yellow Fever; Dengue Fever; West Nile Encephalitis</td>
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<tr>
<td>Feb. 14</td>
<td>Insect-borne viral diseases (continued): Rift Valley Fever;</td>
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<tr>
<td>Feb. 19</td>
<td>Flea-and louse-borne bacterial diseases: plague; murine typhus; cat scratch fever</td>
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<tr>
<td>Feb. 21</td>
<td>Exam I; covers material from 1/22 to 2/19</td>
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<tr>
<td>Feb. 26</td>
<td>Principles of protozoan biology</td>
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<tr>
<td>Feb. 28</td>
<td>Vector-borne protozoa: Malaria</td>
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<tr>
<td>Mar. 5</td>
<td>Vector-borne protozoa: Malaria (continued); African sleeping sickness and zoonotic African trypanosomes</td>
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<tr>
<td>Mar. 7</td>
<td>Vector-borne protozoa: Chagas Disease (American trypanosomiasis) and leishmaniasis</td>
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<tr>
<td>Mar. 12</td>
<td>Vector-borne protozoa: Leishmaniasis (continued); Principles of helminth (worm) biology</td>
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<td>Mar. 14</td>
<td>Vector-borne helminths: Lymphatic filariosis</td>
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<tr>
<td>Mar. 19</td>
<td>Vector-borne helminths: River blindness, eye worm and zoonotic filarial infections</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Readings*</td>
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<tr>
<td>21</td>
<td>Snail-borne helminths: Schistosomiasis</td>
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<tr>
<td>26</td>
<td>Snail-borne helminths: Liver and lung flukes; brain roundworm</td>
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<tr>
<td>28</td>
<td>Exam II; covers material from 2/26 to 3/26</td>
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<tr>
<td>Apr.</td>
<td>1-5 Spring Break</td>
<td></td>
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<tr>
<td>9</td>
<td>Food, water and soil-borne protozoa: <em>Entamoeba histolytica</em> (Montezuma’s Revenge) and other intestinal amoeba</td>
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<tr>
<td>11</td>
<td>Food, water and soil-borne protozoa: Giardiasis, other intestinal flagellates and opportunistic protozoan infections.</td>
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<tr>
<td>16</td>
<td>Food, water and soil-borne helminths: Pinworms, whipworms and the large intestinal round worm of humans</td>
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<tr>
<td>18</td>
<td>Food, water and soil-borne helminths: Hookworms, trichinosis and the Fiery Serpent of the Nile!</td>
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<tr>
<td>23</td>
<td>Food, water and soil-borne helminths: Adult tapeworm infections of humans</td>
<td></td>
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<tr>
<td>25</td>
<td>Food, water and soil-borne helminths: Juvenile tapeworm infections in humans including brain cysticercosis and echinococcus</td>
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<tr>
<td>30</td>
<td>Catch-up and review for third midterm and final exam</td>
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<tr>
<td>May</td>
<td>2</td>
<td>Exam III; covers material from 4/9 to 4/30</td>
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<td>??</td>
<td>Final exam 00:00 - 00:00. (Finals week = May 6-10)</td>
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</tbody>
</table>

*Once a textbook is selected, the appropriate chapter(s) for each topic will be listed along with any additional readings selected from the current literature.*
AMERICAN INDIAN HEALTH ISSUES
College of Health Professions and Biomedical Sciences
PHARMACY 320/HEALTH SCIENCES 320

Spring Semester: January 24-May 13, 2011
Tuesdays/Thursdays 11:10-12:00

2 credits
NAC 201

Annie Belcourt, Ph.D (Assistant Professor, Pharmacy Practice/Community and Public Health Sciences Departments)
Office: Skaggs 306 Phone: 243-5454 e-mail: Annie.Belcourt@umontana.edu
Office Hours: 9-10 Tuesdays/Thursdays or by appointment

Course Overview: This course is designed to provide students a general overview of Native American health issues in the United States and Montana. The goal is to increase students’ awareness of the unique and special considerations that Native American populations have when it comes to the provision of medical care. An overview of the history and structure of the Indian Health Service will be given along with the development of Federal Indian health policy. Students will learn about major health concerns among Native American populations through a survey of historical and contemporary health issues. Specific health topics will include diabetes, cardiovascular disease, mental health, environmental health, and oral health. Mental health, substance use disorders, trauma, and early development issues will also be discussed. Western and traditional medicine as well as innovative approaches to integrating holistic healthcare for communities will be discussed. Health disparities between Native American and other ethnic groups will be explored with an emphasis on providing students with an appreciation of the both risk and protective factors. Students will be expected to actively participate in the course material and to develop an understanding of significant factors shaping the health of American Indian individuals and communities.

Course Objectives: Upon completion of this course students should be able to:
1. Describe the history of Native American health and its relationship to the United States Indian Health policies.
2. Describe general health trends among Native Americans along with major health concerns.
3. Describe important considerations among Native Americans such as cultural diversity and traditional way of life/medicine and how these factors can influence the provision of health care.
4. Develop a more meaningful understanding of the risk and protective factors influencing the health status and health care provision to Native American individuals and communities.
5. Students interested in health care professions will also become better equipped to provide services to culturally diverse individuals and communities through the acquisition of critical knowledge regarding Native cultural groups.

Text: Selected readings will be required throughout the semester and will be made available in class or via Blackboard.
Grading Methods: A total of 500 points are available in this course and will be based on the following criteria:

CLASS ATTENDANCE IS MANDATORY

1. Journal: Given the interactive nature of this course and the fact that we have multiple guest lecturers presenting within this course your attendance is critical. You are required to keep a notebook journal to address or respond to questions and topics given in each class. Each entry response is worth 10 points. **If a student is not present in class on the day the journals are collected, your journal entry will not be given points.** Attendance is therefore required and necessary to complete journal entry. Journals will be collected class period (Tuesday/Thursday). (250)

2. Essays: Two essays will be assigned during class, each worth 50 points. The essays are to be typewritten or by word processing and be approximately two-three pages in length. (100)

3. Service project: Students will develop and create a community outreach project or program that could be used to address a health issue affecting the Native American community. Student will present completed project to the class during the final weeks of the course. (150)

*Extra credit points will be available if students elect to attend identified guest lecture presentations occurring on campus. These lectures will be identified in class.*

Project Descriptions:

**Essay One**

Due March 1—A brief (4 page double-spaced, excluding references) essay summarizing a topic selected by the student concerning a Native American health-related issue or disparity-related topic. This paper will be used as a starting point for the final service project so please pick a topic that you will use in your service project. Originality of the proposed project will be considered in the grading (i.e. consult with peers in the course to avoid topic duplication).

Essay will be graded according to the following criteria:

1. Grammar and spelling—10 points
2. Organization (Does the essay flow logically? Is information given in a structured and logical way? Are references properly used**?)—10 points
3. Description of health issue—15 points
4. Description of attempted solution to the problem—15 points

**A minimum of four written academic reference and one on-line reference must be used and cited in appropriate manner (APA, JAMA, or MLA)**

**Essay Two**

Due April 14—A brief (4 page double-spaced, excluding references) topical essay based on one potential innovations that would help to either addressing or preventing a health disparity. Examples include: Descriptions of community-based participatory strategies to
engage tribal communities in prevention; Telemedicine in Indian Country; Policy innovations to improve Native Health; Funding prevention; digital storytelling; community engagement.

Essay will be graded according to the following criteria:

1. Grammar and spelling—10 points
2. Organization—5 points
3. Originality and Creativity—10 points
4. Descriptions of how Tribal communities can be supported in efforts to improve community health—10 points
5. Description of how this knowledge could affect health care professionals or community members—15 points

Service Project (150 points)

Detailed information regarding Service Project will be given out. You are will be asked to base knowledge the presentation learned from Essay One to develop community outreach project/presentation to address a health-related issue in a Native American community.

A 10 minute presentation (power point) will be presented during the last week of class (and finals time if necessary). A written outline will be due March 17 and students are encouraged to find original or innovative aspects or factors related to health disparities facing Native American communities (i.e. avoid duplication of topics). A final outline and any supplemental material (brochure, curriculum outline, or proposal) will be collected during your scheduled presentation.

The information you develop should briefly summarize a health disparity facing Native Communities and provide clear, concise, and non-technical language appropriate for community settings. Grading will be based on whether the information you present is accurate and presented in a culturally appropriate manner suitable for general audience/tribal communities.

Expectations:

1. Arrive on time and prepared for each class.
2. Any assigned readings must be read prior to each appropriate course. Written assignments must be handed when due.
3. CELL phones must be set to vibrate mode only. Please be respectful of all presentations and presenters.
4. Students with disabilities will receive reasonable modifications in this course. Your responsibilities are to request them from me with sufficient advance notice, and to be prepared to provide verification of disability and its impact from Disability Services. Please speak with me after class or during my office hours to discuss the details. For more information, visit the Disability Services for Students website at http://life.umt.edu/dss.
**Academic Honesty:** Plagiarism is the representing of another’s work as one’s own. Such academic misconduct is subject to academic penalty by instructor and the University. Students who plagiarize will fail the assignment and be referred to University disciplinary procedures. Student Conduct Code is available at [www.umt.edu](http://www.umt.edu)

**Course Outline (Subject to Change)**

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 25</td>
<td>Introduction to course and expectations</td>
</tr>
<tr>
<td>January 27</td>
<td>Health of Native Populations and Indian Health Service</td>
</tr>
<tr>
<td>February 1</td>
<td>Trauma, Poverty, and Health Disparities</td>
</tr>
<tr>
<td>February 3</td>
<td>Montana's Indian Country an Overview</td>
</tr>
<tr>
<td>February 8</td>
<td>Pharmacy in Practice: Urban Health, Diabetes, and related topics</td>
</tr>
<tr>
<td>February 10</td>
<td>Mental Health Disparities: Suicide, PTSD, Depression, Substance Use Disorders</td>
</tr>
<tr>
<td>February 15</td>
<td>Resiliency in Native communities</td>
</tr>
<tr>
<td>February 17</td>
<td>Cancer among Native Americans- Mark Pershouse (Biomedical Sciences)</td>
</tr>
<tr>
<td>February 22</td>
<td>Environmental Factors affecting Montana Reservations: Dr. Curtis Noonan (Environmental Health, Epidemiology)</td>
</tr>
<tr>
<td>February 24</td>
<td>Plants Used as Medicine by Amerindians- Dr. Rustem Medora (Pharmacy)</td>
</tr>
<tr>
<td>March 1</td>
<td>Essay 1 Due</td>
</tr>
<tr>
<td>March 3</td>
<td>Tribal BEAR Project-Niki Graham (HIV/STD) Prevention</td>
</tr>
<tr>
<td>March 8</td>
<td>Video and Discussion- Bad Sugar</td>
</tr>
<tr>
<td>March 10</td>
<td>Community-Based and Tribal Research and Service</td>
</tr>
<tr>
<td>March 10</td>
<td>Oral Health in Native Communities-Travis Fisher Director, MT/WY Tribal Dental Support Center</td>
</tr>
<tr>
<td>March 15</td>
<td>Neuropsychology and traumatic brain injury- Dr. Jera Stewart (Neuropsychologist)</td>
</tr>
<tr>
<td>March 17</td>
<td>Service Project Outlines Due</td>
</tr>
<tr>
<td>March 22</td>
<td>Joy Dorscher, MD., University of Minnesota at Duluth</td>
</tr>
<tr>
<td>March 24</td>
<td>Obesity and Chronic Disease Prevention- Dr. Tony Yancey, MD, MPH-UCLA School of Public Health</td>
</tr>
<tr>
<td>March 24</td>
<td>Traditional Medicine</td>
</tr>
<tr>
<td>March 29-Assigned</td>
<td>Liz Putnam, PhD Research and ethics within American Indian communities</td>
</tr>
<tr>
<td>March 31</td>
<td>Intervention and Prevention-Review presentation requirements</td>
</tr>
<tr>
<td>April 5</td>
<td>Spring Break (NO CLASS)</td>
</tr>
<tr>
<td>April 7</td>
<td>Spring Break (NO CLASS)</td>
</tr>
<tr>
<td>April 12</td>
<td>American Indian Doctors-Leanna Muzquiz, MD</td>
</tr>
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</table>

4
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 14</td>
<td>Leon Rattler-Traditional Healer</td>
</tr>
<tr>
<td>April 19</td>
<td>Navajo Traditional Healing-Wade Davies, Ph.D. (Native American Studies)</td>
</tr>
<tr>
<td>April 21</td>
<td>Environmental Issues-Tony Ward, Ph.D (Center for Environmental Health Sciences, Chemistry)</td>
</tr>
<tr>
<td>April 26</td>
<td>Service Project Presentations</td>
</tr>
<tr>
<td>April 28</td>
<td>Service Project Presentations</td>
</tr>
<tr>
<td>May 2</td>
<td>Service Project Presentations</td>
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<tr>
<td>May 4</td>
<td>Service Project Presentations</td>
</tr>
<tr>
<td>May 9-13</td>
<td>Service Project Presentations</td>
</tr>
<tr>
<td>Finals Week</td>
<td>Service Project Presentations</td>
</tr>
</tbody>
</table>
# Medical Microbiology - BIOM 400 01, 3 credits, CRN 70437

**Lecture:** MWF 8:10am NULH 101

**Instructor:** Ralph C. Judd  Office: HS103  Office hours: T, Th 9:00am to 10:00ish

Phone: (406) 243-2347  Email: ralph.judd@mso.umt.edu

**Text:** Jawetz, et al. - Medical Microbiology

**FacPac:** Available from the bookstore.

**Grading:** Three one hour exams (100pts each) and a two hour final exam (200pts). Final grades normalized to highest points earned.

The goal of this course is to acquaint pharmacy and health profession students with the principles of immunology and infectious diseases. Students are expected to learn the functions of host defense systems, the names, diseases, modes of transmission and methods of treatment and prevention of viral, bacterial, fungal and parasitic infectious disease agents. Upon completion of this course, students should be well prepared to explain the ramifications of the diagnosed disease and the prescribed treatment with their clients. Achievement of these goals will be assessed by three one hour exams (100pts each) and a two hour final exam (200pts). Final grades will be normalized to highest points earned. Grades will then be assigned on a >90% = A; 89-80 = B; 79-70 = C; 69-60 = D; <60 = F. Grades will use the +/- system.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Chapter</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/30</td>
<td>Introduction</td>
<td>1</td>
</tr>
<tr>
<td>9/1</td>
<td>Introduction continued</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>Infectious Agents</td>
<td>1</td>
</tr>
<tr>
<td>6</td>
<td>Labor Day Holiday!</td>
<td>Party On!!</td>
</tr>
<tr>
<td>8</td>
<td>Interaction of Host and Infectious Agents</td>
<td>9,29 (Introductions)</td>
</tr>
<tr>
<td>10</td>
<td>Non-specific Defenses</td>
<td>8,11</td>
</tr>
<tr>
<td>13</td>
<td>Non-specific Defenses, Immunity</td>
<td>8</td>
</tr>
<tr>
<td>15</td>
<td>Acquired Immunity</td>
<td>8</td>
</tr>
<tr>
<td>17</td>
<td>Acquired Immunity</td>
<td>Text, Notebook</td>
</tr>
<tr>
<td>20</td>
<td>Acquired Immunity</td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>Catch-up/Review</td>
<td></td>
</tr>
</tbody>
</table>

**24 Friday**  
**EXAMINATION #1**

| 27 | Genetic Engineering | 7, pp. 101-108 |
| 29 | Introduction to Viruses | 29,30 |
| 10/1 | Viral Diseases, DNA viruses | 33,34 |
| 4 | Viral Diseases, DNA viruses, RNA viruses | 35,36,40 |
| 8 | Tumor Viruses and Oncogenes | 6 |
| 11 | Introduction to Bacterial Diseases | Viral Diseases, RNA viruses, Lentiviruses (HIV) |
| 13 | Gram-positive Cocci | 43 |
| 15 | Gram-positive Cocci | 9 |
| 18 | Gram-negative Diplococci | 14,15 |
| 20 | Catch-up/Review | 15 |
| 22 Friday | EXAMINATION #2 | 21 |

| 25 | Gram-positive Sporeformers | Text, Notebook |
| 27 | Gram-positive Non-sporeformers/Corynebacterium | |
| 29 | Mycobacteria | |
| 11/1 | Gram-negative Enterics | |
| 3 | Gram-negative Enterics | |
| 5 | Gram-negative Cocacobacilli | |

**Serious tranquilizers**

| 12 | 7, pp. 101-108 |
| 13 | 29,30 |
| 16 | |
| 16,17 | |
| 18-20 | |

**Provivid, Zoloft**
Spirochetes

please see next page

10  Rickettsia  27
12  Chlamydia  27,28
15  Antibiotics
17  Antibiotics
19  Emerging Diseases
22  Catch-up/Review
24  Holiday, Thanksgiving Travel Day
26  Holiday, Thanksgiving Recovery Day
29  Monday  EXAMINATION #3

1  Fungal Diseases
3  Fungal Diseases/Parasitic Diseases
6  Parasitic Diseases
8  Parasitic Diseases
10  Overview
13  Catch-up and Review

18 Saturday  FINAL EXAM  8:00am - 10:00am NULH 101  Tums, Rolaid's

There are study guides at the end of the notes. The first lists bacteria and the diseases they cause, the second lists all the infectious disease agents discussed in this class by route of transmission or classification.

NOTE: University policies on drops, adds, changes of grade option, or change to audit status will be strictly enforced in this course. These policies are described in the 2010-2011 catalog. Students should specifically note that after the 30th day of the semester, such changes are NOT automatically approved. They may be requested by petition, but the petition MUST be accompanied by documentation of extenuating circumstances. Requests to drop a course or change the grade basis to benefit a student's grade point average will not be approved.

Students with disabilities may request reasonable modifications by contacting Dr. Judd. The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students (DSS). “Reasonable” means the University permits no fundamental alterations of academic standards or retroactive modifications. For other options see http://www.umt.edu/disability.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug. 31</td>
<td>General information, introduction to parasitology</td>
</tr>
<tr>
<td>Sep. 2</td>
<td>Symbiosis and parasitism</td>
</tr>
<tr>
<td>7</td>
<td>Introduction to parasitic protozoa; phylum Apicomplexa: gregarines and coccidia</td>
</tr>
<tr>
<td>9</td>
<td>Coccidia (cont'd)</td>
</tr>
<tr>
<td>14</td>
<td>Malaria</td>
</tr>
<tr>
<td>16</td>
<td>Malaria (cont'd)</td>
</tr>
<tr>
<td>21</td>
<td>Piroplasms; phylum Zoomastigina: flagellate protozoa - trypanosomes</td>
</tr>
<tr>
<td>9, 5</td>
<td>Trypanosomiasis and leishmaniasis</td>
</tr>
<tr>
<td>23</td>
<td>Leishmaniasis (cont'd), giardiasis, trichomonads; phylum Sarcodina: parasitic amoebae</td>
</tr>
<tr>
<td>30</td>
<td>Amoebae (cont'd); phylum Ciliophora: parasitic ciliates; phyla Microspora and Myxozoa: parasites with polar filaments</td>
</tr>
<tr>
<td>Oct. 5</td>
<td>Phylum Platyhelminthes, class Monogenea: monogenetic trematodes; class Trematoda: aspidogaster and digenetic trematodes</td>
</tr>
<tr>
<td>7</td>
<td>Exam I; covers introductory lectures and protozoa</td>
</tr>
<tr>
<td>12</td>
<td>Digenetic trematodes (cont'd): schistosomes</td>
</tr>
<tr>
<td>14</td>
<td>Digenetic trematodes (cont'd): schistosomes (cont'd)</td>
</tr>
<tr>
<td>19</td>
<td>Digenetic trematodes (cont'd): echinostomes, plagiorchids and opisthorchids</td>
</tr>
<tr>
<td>21</td>
<td>Class Cestoidea: proteocephalan, caryophyllidean and pseudophyllidean tapeworms</td>
</tr>
<tr>
<td>26</td>
<td>Pseudophyllidean (cont'd) and cyclophyllidean tapeworms</td>
</tr>
<tr>
<td>Ch. 1</td>
<td>Ch. 1, 2, 3</td>
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<tr>
<td>Ch. 4, 8</td>
<td>Ch. 8</td>
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<tr>
<td>Ch. 9</td>
<td>Ch. 9</td>
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<tr>
<td>Ch. 5</td>
<td>Ch. 5</td>
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<tr>
<td>Ch. 5, 6, 7</td>
<td>Ch. 7, 10, 11</td>
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<tr>
<td>Ch. 13, 19, 14, 15</td>
<td>Ch. 16</td>
</tr>
<tr>
<td>Ch. 16</td>
<td>Ch. 17, 18</td>
</tr>
<tr>
<td>Ch. 20, 21</td>
<td>Ch. 21</td>
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<tr>
<td>Date</td>
<td>Topic</td>
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<tr>
<td>------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>28</td>
<td>Cyclophyllidean tapeworms (cont'd); Phylum Acanthocephala: thorny-headed worms</td>
</tr>
<tr>
<td>Nov.</td>
<td>2 Election Day, no class. Be sure to vote!</td>
</tr>
<tr>
<td>4</td>
<td>Phylum Nematoda: roundworms, general considerations</td>
</tr>
<tr>
<td>9</td>
<td>Class Seceresantea: rhabditoids and strongylids (hookworms and relatives)</td>
</tr>
<tr>
<td>11</td>
<td>Veterans Day, no class.</td>
</tr>
<tr>
<td>16</td>
<td>Ascarids (intestinal roundworms, pinworms) and spiurids (filarial worms and relatives)</td>
</tr>
<tr>
<td>18</td>
<td>Spiurids (cont'd); class Adenophorea: trichinella, whipworms and relatives</td>
</tr>
<tr>
<td>23</td>
<td>Phylum: Arthropoda: introduction; parasitic crustaceans and insects</td>
</tr>
<tr>
<td>25</td>
<td>Thanksgiving, no class.</td>
</tr>
<tr>
<td>30</td>
<td>Exam II; covers the helminthes</td>
</tr>
<tr>
<td>Dec.</td>
<td>2 Parasitic insects (cont'd); parasitic arachnids: ticks and mites</td>
</tr>
<tr>
<td>7</td>
<td>Parasite ecology: introduction to basic concepts; seasonal cycles; density-independent factors</td>
</tr>
<tr>
<td>9</td>
<td>Density-independent (cont'd) and density-dependent factors/ Mathematical models in parasite ecology/epidemiology</td>
</tr>
</tbody>
</table>

18 Final exam 10:10 - 12:10. Covers arthropods, ecology (80%) and material from previous sections (20%).
Parasitology BIOM 427, 428
Fall, 2010

Lecture: Tu, Th 8:10-9:00 AM, Room: HS 411

Lab: Tu, Th 9:10-11 AM, Room: HS 404


Lab Book: Will be distributed during lab period. (Also, a loose leaf notebook and drawing paper will be very useful).

Lecture exams: Three 1 hour exams with the third test being administered on finals day. Also, the third exam will be partially comprehensive. (See lecture topics for subjects to be covered by each exam.)

Lab tests: Three lab practicals. Each will cover approximately one-third of the semester's topics. (See lab topics for subjects to be covered by each practical.)

Term paper: REQUIRED for graduate students, optional for undergraduates. On any parasitological topic of your choice. SEE ME INDIVIDUALLY for topic approval and/or advice in selecting a topic. Format will be discussed in class. DEADLINE: 5:00 PM TUESDAY DECEMBER 7-POSITIVELY NO EXCEPTIONS!

Grading: Parasitology BIOM 427 (lecture):
Graduate Students:
Lecture exams=30% X 3 exams=90%
Term paper=10% X 1 =10%
100%

Undergraduate Students:
Lecture exams=33.333% X 3 =100%
Optional term paper - 6%

Parasitology BIOM 428 (lab):
Undergraduate and graduate students:
Lab tests=30% X 3 tests = 90%
Participation = 10%
100%

ATTENTION:

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University.

All students need to be familiar with the Student Conduct Code. The Code is available for review online at http://www.umt.edu/SA/VPSA/index.cfm/page/1321.
COMM 495 425 (new course number)
Communication in Health Organizations
JRH 204 9:40-11:00 T TH

Instructor: Dr. Joel Iverson  Phone: 243.4426
Office: L.A. 359  E-mail: joel.iverson@umontana.edu
Office Hours: Tuesday 8:30-9:30 and 12:30-1:30 as well as a moderately open schedule to meet
by appt. Another note on communication – I do not perpetually check email, but do so most
work days. I also consider answering an email question in class as a sufficient answer.

Course Description and Objectives

This course will provide students with an overview of key issues at the intersection of health
communication and organizational communication by considering communication processes that
occur in a number of distinct contexts including health care organizations and occupational
safety. This course is designed to introduce students to theory, research, and contemporary
concerns in the area of health communication. As a survey course, we will consider a wide range
of topics – the emphasis will be on introducing you to the breadth of issues in health
communication rather than delving into any particular issue in great depth. Thus, we will
consider issues including patient-provider interaction, social support, construction of illness
meanings, media representations of health, health care organizations, health campaigns, risk and
crisis communication, technology, and health care policy. Students should consider the course
requirements, subject matter, paper deadlines, etc., before making a decision to take the course
this semester. It is especially important to consider the assignments described below.

Only the Highest of Expectations

In this class we strive for educational excellence through an environment that is participative,
informative, collaborative, and other important “ative” words that are consistent with
pedagogical superiority. As a result we will all strive to achieve excellence, because the
alternative is poor form.

Required Texts

Malden, MA: Blackwell Publishing.

Additionally, we will have some PDF readings that will be available on the Blackboard system
for this class.

Other Minor Things (Like Grades)

Assignments:

Health Narrative: This is a short paper that where you analyze a health issue through the
brief telling and reflection upon a story. This story can be personal, one you interact with or one
you find through other means. More details to follow.

Major Project: You will construct a major project in this class. You are asked (in a
group) to choose a specific health-related topic, and develop health campaign some aspect of that
topic educates a specific audience about a specific health issue. The first step of this journey will
be selecting a topic and reviewing the formative research about the topic that helps you map out
issues that you believe are particularly important. This will involve an attempt to narrow down
your topic into a more specific topic that could lead you to specific recommendations. Then, you
should use this more narrowly defined topic to construct a campaign portfolio that consists of:

A review of health facts regarding this issue
Strategic messages delivered through various media
An analysis of the choices made
Goals of project
Presentation of campaign to class

Celebrations of Knowledge: We will have two celebrations of knowledge that will reflect what you have learned and what you think. It will be a great combination of question styles including short answer and essay that will give you the opportunity to make an argument based on the materials.

Points: Yes, I hope to make them and I know you do also:

<table>
<thead>
<tr>
<th>Celebration</th>
<th>Points</th>
<th>Grades are on a percentage:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Celebration #1</td>
<td>1000</td>
<td>90% for an A</td>
</tr>
<tr>
<td>Celebration #2</td>
<td>1000</td>
<td>80% for a B</td>
</tr>
<tr>
<td>Narrative</td>
<td>500</td>
<td>70% for a C</td>
</tr>
<tr>
<td>Campaign proposal</td>
<td>400</td>
<td>60% for a D</td>
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<tr>
<td>Final Project</td>
<td>900</td>
<td>Below 60% for an F</td>
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<tr>
<td>Daily Participation</td>
<td>200</td>
<td></td>
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<tr>
<td>Total</td>
<td>4000</td>
<td></td>
</tr>
</tbody>
</table>

Other Other Stuff (Like Policies)

Attendance, Participation, and Preparation. It is expected that you will attend class every day and be an active participant in class discussion. It is also expected that you will complete the readings for the class before the class period. Because this is an honors class, I do not anticipate any problems with issues of attendance, participation, and preparation and have not assigned “points” to any of these behaviors. However, I would anticipate that performance in other aspects of the course will be correlated with issues of attendance, participation, and preparation.

BLACKBOARD: I will post rough outlines of ideas on Blackboard, however it is your responsibility to attend class to take notes from lecture and class discussion. If you miss class and want notes, you will have to rely on the kindness of a classmate. Blackboard will only be used to post grades and for some basic notes.

PLAGIARISM/CHEATING: Plagiarism and any other unethical behavior will not be tolerated. You are expected to hold to the Code of Conduct.

LATE WORK: Exams can only be made up due to university activities or illness serious enough to warrant a medical appointment. A makeup exam can be arranged with me within one week of the exam date. One make up time will be scheduled for all who need to make up the exam. This exam may differ in format to preserve examination integrity.

PRIVACY: An individual student’s grade is a private matter. When papers or other materials are returned to the students, other students do not have the right to ask, “What did you get?” An individual may offer personal information, but that is the individual’s choice. Please note as well that instructors are not able to discuss one person’s grade with another student, email grades, or give grades over the phone pursuant to the Buckley Amendment.

POLICIES:
1. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University.
2. All students must be familiar with the Student Conduct Code. The Code is available for
review online at www.umt.edu/SA/VPSA/index.cfm/page/1321.

3. All celebrations of knowledge will be taken on the assigned date
4. Electronics: When you come into class, please, be sure your cell phone, fax, or any other
electronic device is turned off as it may interfere with the navigation of this classroom. If your
phone, etc. rings do not answer, just turn it off. If you are anticipating an emergency call, let me
know prior to class and we will work that out.

SPECIAL NEEDS/SERVICES: The University provides academic resources to those who
have specific needs. I am more than willing to assist with those programs. If you have questions
or concerns, please see me.

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<th>Tentative Schedule</th>
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<td>January 25</td>
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<td>27</td>
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<td><strong>Patient – Provider Communication</strong></td>
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<td>Feb 1</td>
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<td><strong>March 1</strong></td>
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<td><strong>Campaigns and social support</strong></td>
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<td><strong>Organizing Health Care</strong></td>
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24 Healthcare organizing
    Routinization and Care
29 Organizations and Health
    Project Research Due
31 Technology
    Tech and organizing
5,7 Spring Break

Risk, Campaigns
12 Risk and Crisis
    Risk communicated
14 Food, Health and outbreak
19 Teams
21 Emerging Contexts
26 Review/Presentation preparation
28 Celebration #2
May 3 Presentations  All Portfolios Due
5 Presentations

Final Friday, May 13, 8-10:00 Presentations

Chapter 6
Reading 10 (Ellingson)
Reading 11 (Barbour)

Chapter 7
Reading 12 (CT Scanners maybe)

Chapter 9
Reading 13 (Friemuth)
Computer Day
Chapter 11
Chapter 12
Syllabus for ECNS 310
Health Economics
University of Montana
Fall 2011

Instructor: Ranjan Shrestha
Office: 411 Liberal Arts
Class Meeting: TR, 11:10am – 12:30pm, Social Science 344
Office Hours: MF, 2:00 – 3:00pm or by appointment
Phone: 243-4497
Email: ranjan.shrestha@msu.umt.edu

Course Description

This is a course in applied microeconomics that focuses on how health care markets differ from other markets. The economics of the health care sector and its players requires special analysis due to the presence of uncertainty, asymmetric information, government involvement and externalities. Furthermore, we need to talk about two interrelated markets, one for medical care and one for health insurance, which in turn directly affects the demand for medical care. Another key feature of health care markets is the active role played by the government through licensure of health professionals and the provision of insurance and financial aid to various segments of the population. We will discuss key features of various government health programs in the US such as Medicare and Medicaid. Finally, we will take a comparative look at the health care systems in various industrialized countries and how these countries deal with issues related to service provision within their systems of social insurance.

Prerequisites

Students should have a firm grasp of microeconomics concepts at the level of Principles of Microeconomics (ECNS 201). Although Intermediate Microeconomics (ECNS 301) is not required for the course, it will be helpful to have taken the course. The economic models introduced in this course will be at the intermediate level.

Course Material

Lecture Notes: Outlines of class lectures and problem sets will be posted on Blackboard (login through http://umonline.umt.edu)
Exam Schedule and Grading Policy

<table>
<thead>
<tr>
<th>Item</th>
<th>Date</th>
<th>Weight</th>
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<tr>
<td>Midterm 1</td>
<td>Tuesday, September 27</td>
<td>25%</td>
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<tr>
<td>Midterm 2</td>
<td>Tuesday, November 8</td>
<td>25%</td>
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<tr>
<td>Final</td>
<td>Friday, December 16</td>
<td>35%</td>
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<tr>
<td>Problem Sets</td>
<td>TBA</td>
<td>15%</td>
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</tbody>
</table>

The dates of the exams are set provisionally and are subject to change. It is your responsibility to learn about the revised dates and times in case you miss the class in which they are announced. All exams will be based on lectures. Anything we discuss in class, whether or not it is in the text, is fair game for exams.

The final exam will be comprehensive, while the coverage for each midterm will be announced before the exam. The exams will consist of 3 parts: (1) multiple choice questions, (2) short essay/analytical questions, and (3) computation problems.

An approximate indicator of grades is A or A- for the top 15%, B+, B or B- for the next 30%, C+, C or C- for the next 40%, and D+, D or E for the remainder of the class.

Attendance and Participation

1. While attendance is not regularly checked, it is important for you to attend class since lectures may go beyond the scope of the textbook for certain topics if necessary. Furthermore, you are responsible for all announcements made in class and class lectures sometimes involve working through problems.

2. Active class participation will be appreciated and will be positively reflected on your grade in the event that you are on the borderline between grades.

General Remarks

If you have any difficulty in following the lectures, let me know immediately and we will try to work something out. Economics is not an easy subject for most people, and it has a logical structure that requires you to understand everything clearly from the very beginning. You should make good use of office hours to help clear any difficulties you are facing with the concepts discussed in class.
Reading List


# Tentative Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Chapters to Read</th>
</tr>
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</table>
| 1    | Chapter 1: Introduction to Economics of the Health Care System  
       | Chapter 2: Utility and Health |
| 2    | Chapter 3: The Transformation of Medical Care to Health |
| 3    | Chapter 4: The Demand for Health Care: Conceptual Framework  
       | Chapter 5: Empirical Studies of Medical Care Demand and Applications |
| 4    | Chapter 6: The Physician and the Physician Firm |
| 5    | Midterm 1: Tuesday, September 27 |
| 6    | Chapter 7: Physicians in the Marketplace |
| 7    | Chapter 8: The Hospital as a Supplier of Medical Care  
       | Chapter 9: Hospitals in the Marketplace |
| 8    | Chapter 10: Demand for Health Insurance |
| 9    | Chapter 11: Health Insurance Supply and Managed Care |
| 10   | Chapter 12: Government Provision of Health Insurance |
| 11   | Midterm 2: Tuesday, November 8 |
| 12   | Chapter 13: Medical Malpractice |
| 13   | Chapter 14: Externalities in Health and Medical Care |
| 14   | Chapter 15: Government Regulation and Technical Change |
| 15   | Chapter 16: International Comparisons of Health Care Systems |

**Final: Friday, Dec 16**  
10:10 – 12:10pm

I will try to follow the course schedule closely. However, deviations from the schedule are possible and I will adjust speed and coverage of materials as we proceed. The main purpose of the course schedule is to guide you as to what we will cover.
GLOBALIZATION, JUSTICE, & THE ENVIRONMENT
EVST 487.01, Spring 2010
MW 3:10 am – 4:30 pm
Jeannette Rankin 204
CRN: 34559

Prof. Dan Spencer
Office: JRH 103; Tel: 243-6111
Office Hours: MWF 11:10 - 12; Tue 10-12;
and by appointment
Email: daniel.spencer@umontana.edu

COURSE DESCRIPTION

In this course we will study current trends in neoliberal economic globalization, and its effects on
efforts to work for social justice and environmental sustainability, particularly in "two-thirds" world
nations, by examining the positions of its proponents and opponents. To do so, we will begin by
examining four contemporary models of globalization as formulated by Rebecca Todd Peters in her
book, In Search of the Good Life: The Ethics of Globalization. We will then examine the history of
economic globalization and the phases it has passed through, and the current work of the World
Bank, the International Monetary Fund, and the World Trade Organization and its implications for
democracy, social justice, and ecological wellbeing. In looking at alternatives to globalization we
will explore debates about free trade agreements versus proposals for fair trade, the efficacy of
labor and environmental side agreements in international trade treaties, and the role of the United
States’ economic and international policies in each of these areas. In addition to the formal policy
and political dimensions of these issues, we will examine grassroots resistance efforts and
networks, and assess their impact on globalization. We will also examine issues of globalization in
a period of rapid global climate change. Students will be encouraged to consider diverse
perspectives and arguments in formulating their own views of and responses to globalization.

OBJECTIVES & LEARNING OUTCOMES:

Upon completion of this course, students should be able to:

1. Articulate the distinctive ideas, and social and historical contexts, of influential thinkers and
   theories about economic globalization and the global economy.
2. Think critically about the social and environmental effects of different models of
globalization in different societies and their interactions with the natural world.
3. Articulate and think critically about the history and roles of the major institutions
   influencing the global economy, particularly the International Monetary Fund, World Bank,
   and World Trade Organization.
4. Analyze grassroots alternatives to the dominant contemporary models of globalization.
5. Analyze the moral dimensions of contemporary models of globalization and articulate one’s
   own personal perspective and position.
6. Incorporate information literacy into analysis of globalization issues and writing
   assignments by finding, evaluating, analyzing, and synthesizing information from diverse
   sources.
7. Write more clearly and effectively about complex theoretical issues related to the global
   economy with respect to social justice and the environmental issues and be able to
   communicate these issues and multiple perspectives fairly and clearly to diverse audiences.

REQUIRED TEXTS
Readings on Electronic Reserve (ERES: http://eres.lib.umt.edu/)

Recommended:

The Case Against the Global Economy: And For a Turn Toward the Local. Jerry Mander and Edward Goldsmith, eds. (Sierra Club Books: 1996); ISBN: 0-87156-865-9

COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Topic and Assigned Readings</th>
<th>Reading</th>
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<tbody>
<tr>
<td>1/25</td>
<td>M 1 Introduction to the course and to each other</td>
<td>[No Assigned Reading]</td>
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<tr>
<td></td>
<td>I. Models of Globalization</td>
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<tr>
<td>1/27</td>
<td>W 2 In Search of the Good Life: 4 Models of Globalization</td>
<td>Peters: 3-5, 8-12, 21-31</td>
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<td>2/1</td>
<td>M 3 Model 1: Globalization as New World Order</td>
<td>Peters: 36-65</td>
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<td>Documentary: Globalization is Good</td>
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<td>2/3</td>
<td>W 4 Model 2: Globalization as Social Development</td>
<td>Peters: 70-95</td>
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<td>2/8</td>
<td>M 5 Model 3: Globalization as Localization</td>
<td>Peters: 100-132</td>
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<td>2/10</td>
<td>W 6 Model 4: Globalization as NeoColonialism</td>
<td>Peters: 139-165</td>
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<td>Documentary: Is Wal-Mart Good for America?</td>
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<td>2/15</td>
<td>M No Class: Presidents Day</td>
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-2-
II. Globalization and International Institutions

2/22 M 8 Global Economics 101: Basic Concepts in Global Economics


*Speaker:* Jeff Bookwalter, Economics Dept.

2/24 W 9 Globalization and the Bretton Woods Institutions

*Documentary:* *Commanding Heights, Pt. 1: The Battle of Ideas*  
*First Peters Response Essay due in class*

3/1 M 10 The International Monetary Fund

Peet: Ch 3: 56-79 [80-86]; 87-110

3/3 W 11 The IMF Part II: Latin American Debt Role Play

Handout

3/8 M 12 The World Bank

Peet: Ch. 4

3/10 W 13 The World Trade Organization Part I

Peet: Ch. 5: 146-171

*Revised Peters Response Essay due in class*

3/15 M 14 The World Trade Organization Part II

Peet: Ch. 5: 171-199

*Documentary* on Jamaica: *Life and Debt: Part I*  
*Bretton Woods Institution Case Study topic due*

3/17 W 15 Assessing the Bretton Woods Institutions

Peet: ch. 6

*Documentary* on Jamaica: *Life and Debt: Part II*

II. The Case for Globalization: A Social Equity Perspective

3/22 M 16 Making Globalization Work:

The Case for Development in the Global Economy

Stiglitz: Preface; Chs 1&2

*Documentary:* *Commanding Heights, Pt. 2: The Agony of Reform*

3/24 W 17 Discussion of BWI Case Studies

No Reading
March 29 – April 2: Spring Break

4/5  M 18 Making Trade Fair: Free Trade Agreements and Fair Trade  Stiglitz: Chs 3&4

4/7  W 19 Globalization, the Environment, and the Resource Curse  Stiglitz: Chs 5&6

4/12 M 20 Refomng Corporate Globalization: The Multinational Corporation and the Burden of Debt  Stiglitz: Chs 7&8

Documentary: The Corporation

4/14 W 21 Democratizing Globalization  Stiglitz: Chs 9&10

III. Globalization and Climate Change

4/19 M 22 The Problem: Economic Growth and Development in a Time of Climate Change  Sim: Ch 1  DCC Overview: ERES 2

4/21 W 23 Global Warming: Evidence For & Against  Sim: Chs 2-4  DCC Science: ERES 3

Recommended: “The Science of Climate Change”

Stiglitz Response Essay due in class

4/26 M 24 Proposed Solutions  Sim Chs 5-6

4/28 W 25 The Consequences of Climate Change: Worst Case Scenarios  Sim Chs 7-9

5/3 M 26 Reassessing Global Priorities in a Time of Climate Change  Sim 10-12

5/5 W 27 Wrap up

FINAL EXAM: Wednesday, May 12, 3:20—5:20 pm, JRH 204. Bring Final Essays to Exam

GRADING POLICY

1. Active Participation in Reading and Class Discussion: expected
2. Critical Response Essay to the Peters Text with Revision: 30%
3. Critical Response Essay to the Stiglitz Text: 30%
4. Bretton Woods Institution case study analysis: 20%
5. Take-Home Final exam essay: 20%

Attendance: Regular attendance and participation in the class is expected. More than three (3) absences will result in losing any benefit of the doubt on your final grade. More than five (5) absences will result in one grade reduction. More than seven (7) absences will result in a failing
course grade. *Late arrivals in class will count as an absence.* (Note: If you have a valid reason for missing several classes, such as illness or other conflicting commitments, you still must speak with the instructor).

**Academic Dishonesty and Plagiarism:** Plagiarism is a serious violation of academic integrity. All work submitted is expected to be the student's own. Any acts of plagiarism or academic dishonesty will result in automatic failure of the course, and may result in further academic punishment. Please review the University’s plagiarism definition in the catalog: “Students who plagiarize may fail the course and may be remanded to Academic Court for possible suspension or expulsion.” If you have any doubts about plagiarism and attribution of others’ work, please consult your instructor.

**Note Re Papers:** Papers are due in class on or before the date listed in the syllabus. Unless you have made a prior agreement with me, I will take off one grade level (A becomes A-) for each class day an assignment is late. *Papers with an undue number of errors of punctuation, spelling, or grammar will be returned ungraded for correction and will receive one full grade reduction.* Written work will be evaluated in terms of your depth of critical analysis, thoughtfulness of reflection, clarity of writing, and ability to address issues raised in the text and in class on the topic at hand. Grades given reflect the following criteria of judgment:

- **F:** Failure to meet minimum requirements
- **D:** Unsatisfactory, but some effort to meet minimum requirements
- **C:** Satisfactory; meet minimum requirements of assignment but not much more
- **B:** Good to Very Good: thoughtful reflection, good analysis, clear writing style
- **A:** Excellent depth of critical analysis, thoughtfulness of reflection, and writing style; demonstrate creativity and mature analytical skills in going beyond the primary requirements of the assignment

**Note:** Grades will be recorded using pluses and minuses.

**DESCRIPTION OF WRITTEN ASSIGNMENTS**

1. **Critical Response Essays:** Each of these 8-10 double-spaced page essays should provide a critical exposition and a critical response to the texts by (1) Rebecca Todd Peters and (2) Joseph Stiglitz. For the Peters response essay, you will turn in an initial paper that I will grade; you will then revise the first essay for the final grade. The first paper is worth 10% and the revised paper 20% of your final grade. For the Stiglitz essay, you will turn in one essay worth 30% of your final grade. The first 5-6 pages of each essay should be a careful exposition that summarizes and explains the main themes and arguments presented in the text. [Note: Your essay must contain specific references to and relevant quotes from the text to support your exposition and argument. Cite the page number(s) in parentheses that show the pages from where you draw the information for your exposition. Your audience is someone who has not read the text; don’t assume that s/he knows the arguments or issues, so explain them carefully and clearly.] Clearly explain the author’s overall thesis and argument, and then show how s/he develops it in each of the chapters. The final 3-4 pages should be a thoughtful assessment and critique of the author’s arguments: where do you agree with the author, where do you disagree, and why? What do you see as the strengths and weaknesses of the author’s arguments, and why? How might the later authors assess the arguments of the earlier authors? What is your overall assessment of the text? Why? **Citation Style:** Use the Chicago Manual Style author-
**date system** for citations. See [http://library.osu.edu/how-to-find/research-strategies/how-do-i-cite-refere.../ for examples of how to use this style. All quotes must include page references in the citation.

**Graduate students:** In addition to the assignment above, your response essays should draw on a minimum of five additional academic sources (i.e., peer-reviewed article, scholarly texts, etc.) to develop your analysis, and should be 10-12 pages in length. I shall expect a level of analysis commensurate with graduate-level work.

The Peters essay is worth 150 points, or 30% of your total grade. The Stiglitz essay is worth 150 points, or 30% of your total grade. **Due dates:** First Peters response essay: Wed, February 24; Revised Peters essay: Wed, Mar 10. Stiglitz response essay: Wed, April 21.

2. **Bretton Woods Institution Case Study Analysis:** Choose and analyze a current case involving one of the Bretton Woods institutions (IMF, World Bank, WTO). **Option A:** Go to the website of The Bretton Woods Project (http://www.brettonwoodsproject.org/project/index.shtml), click on the "Topics" page, and look for a topic or case. (Note: you can also search for articles on a wide variety of topics or countries on this website); or **Option B:** find a current case or topic on your own. **Email your topic/case to me no later than Mon, March 15 at daniel.spencer@umontana.edu.**

Then, in your 6-8 page paper, you should do at least 4 things: (1) Describe the case clearly, but succinctly; (2) explain the response or approach to the case from the perspective of the BWI involved; (3) explain/present at least one critique of the BWI involvement from the perspective of an organization that is critical of the BWI; (4) give your own response and analysis, explaining what you think should be done and why. Your paper should have at least 4 sources other than those assigned in class, and will be considered stronger to the extent that you also can use the texts read in class thoughtfully in developing your response. The essay is worth 100 points, or 20% of your total grade. **Paper Due: Wed, Mar 24th.**

**Graduate students:** In addition to the assignment above, your BWI Case study analysis should draw on a minimum of eight additional academic sources (i.e., peer-reviewed article, scholarly texts, etc.) to develop your analysis, and should be 8-10 pages in length. I shall expect a level of analysis commensurate with graduate-level work.

3. **Take-Home Final Exam:** This 6-8 page final essay should be your own thoughtful assessment of what should be done in response to economic globalization, and why? Should we promote and participate in economic globalization, as neoliberal and social equity liberals such as Joseph Stiglitz advocate, as the best response to the worlds social, economic, and environmental needs? Or should we oppose current dominant models of globalization, as critics such as Rebecca Todd Peters and Richard Peet advocate? If so, what kinds of alternatives are needed in the social, economic, and environmental realms? What kinds of issues does climate change raise for different models of gobalization? Specific instructions for the essay will be handed out the final day of classes. **Due: Wednesday, May 12th, 3:20 pm** during the final exam period. Each student will bring his/her essay during the Final Exam period, where you will have the opportunity to present a synopsis of your arguments. Undergraduate and Graduate students: The Final essay is worth 100 points, or 20% of your total grade.
Graduate students: In addition to the assignment above, your final essay should draw on a minimum of eight academic sources (i.e., peer-reviewed article, scholarly texts, etc.) to develop your analysis, and should be 8-10 pages in length. I shall expect a level of analysis commensurate with graduate-level work.

**ERES:** To access the ERES readings:

a. Go into http://eres.lib.umont.edu/
b. Click on Electronic Reserves and Course Materials
c. Under Instructor, find and select SPENCER, Daniel
d. Click on the course name: EVST 487.
e. Enter the password, "global"
f. The readings are entered in the order we will discuss them. The readings are in PDF format.

If you don't like using ERES, all readings are also available on Blackboard.

**Blackboard:** most course materials, including the syllabus, class assignments, PowerPoint presentations, and class notes will be made available on the EVST 167 site on Blackboard. You can access it at: http://umonline.umont.edu/blackboard/

**Important University Policies, Dates and Deadlines:** See the Calendar page in Cyberbear for a list of important dates for Spring 2010: http://www.umont.edu/registrar/calendar.aspx

**P/NP Grade option:** A minimum grade average of C- (70) is required for a P grade in the P/NP option.

**Incomplete Grade:** Please see the criteria that must be met for an Incomplete in the University Catalog. No exceptions will be made for these criteria.
THE UNIVERSITY OF MONTANA
Department of Health and Human Performance

HHP 330: Foundations of Health Education
Instructor: Dr. Annie Sondag
E-Mail: annie.sondag@umontana.edu

Fall Semester, 2010
Office: MCG 205
Phone: 243-5215

PURPOSE:
The purposes of this course are as follows: 1) to provide students with knowledge and skills pertinent to the development, implementation, and evaluation of successful health promotion programs, 2) to provide students with the opportunity to apply that knowledge and their skills in a service learning situation, and 3) to improve students' writing and critical thinking skills.

OBJECTIVES:
Upon completion of this course students will be able to:

1. describe the role and function of community health educators in contemporary American society
2. describe multiple factors that influence the health of individuals and communities
3. explain the impact of social determinants of health on the morbidity and mortality of a specific group or community
4. describe several models for health promotion program planning
5. determine the appropriate focus for a health promotion program based upon a needs assessment
6. describe theories of human behavior as they relate to health promotion interventions
7. create a planning document that addresses the health needs of a specific target population
8. identify procedures for implementation of programs and interventions designed to produce positive changes in the target population
9. demonstrate practical application of knowledge and skills through implementation of a health promotion program in a community setting
10. explain the role of networking, fund raising (grant writing), and the media in successful health promotion programs
11. compare and contrast various evaluation designs for assessing program outcomes and impact

TEXTBOOK:

HHP 330 Fac Pac Available at the University Bookstore.
COURSE REQUIREMENTS:

1. **Attendance** at all class sessions is required. Since a large part of this class will involve discussions and a group project it is essential that you attend all class sessions.

2. **Participation in the Group Service Learning Project**, of course, is required. You and the members of your group will be assessing the quantity and quality of your contribution to the success of the project.

3. **Student/Instructor Meetings** are encouraged if you and/or your group are experiencing problems completing assignments or completing the group project. I strongly encourage you to meet with me if you have questions or concerns. You will be responsible for arranging a meeting with me outside of class time.

4. **Three Exams** will be given. Exams will reflect information from your readings, lecture, and class discussions.

   *If you are ill the day of an exam, call me before the test so that we can schedule a make-up exam. It is your responsibility to contact me prior to the exam. If you are unable to reach me personally, leave a message on my voice mail.*

5. **Assignments** will focus on the development of a health promotion program for a community based organization. As a part of your community service learning project you will be required to: 1) conduct a needs assessment and develop a written report; 2) develop a written program plan incorporating concepts from models discussed in class and theory based intervention strategies; 3) implement a health promotion program in the community based on your program plan and write an implementation report; and 4) develop an evaluation instrument.

   Specific written guidelines for each of these assignments will be distributed and discussed prior to the due date.

EVALUATION:

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<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Grade Range</th>
<th>Total Points</th>
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<tbody>
<tr>
<td>Exam #1</td>
<td>75 pts.</td>
<td>A = 94-100%</td>
<td>371-395 pts.</td>
</tr>
<tr>
<td>Exam #2</td>
<td>75 pts.</td>
<td>A- = 90-93%</td>
<td>356-370 pts.</td>
</tr>
<tr>
<td>Exam #3</td>
<td>75 pts.</td>
<td>B+ = 87-89%</td>
<td>344-355 pts.</td>
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<tr>
<td>Needs Assessment</td>
<td>50 pts.</td>
<td>B = 84-86%</td>
<td>331-343 pts.</td>
</tr>
<tr>
<td>Program Plan</td>
<td>30 pts.</td>
<td>B- = 80-83%</td>
<td>316-330 pts.</td>
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<tr>
<td>Evaluation Plan</td>
<td>30 pts.</td>
<td>C+ = 77-79%</td>
<td>304-315 pts.</td>
</tr>
<tr>
<td>Contribution to Group Project</td>
<td>30 pts.</td>
<td>C- = 70-73%</td>
<td>277-291 pts.</td>
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<td>D+ = 67-69%</td>
<td>265-276 pts.</td>
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<td>D = 64-66%</td>
<td>253-264 pts.</td>
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<td>D- = 60-63%</td>
<td>237-252 pts.</td>
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<td>F = &gt; 60%</td>
<td>&gt; 237 pts.</td>
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**Total Points 395**
# TENTATIVE SCHEDULE

This schedule and the corresponding assignment due dates are tentative. The timeline for completion of the assigned paper and projects is, in large part, dependent upon the schedules of the organizations and individuals in the community with whom you will be working. While this document serves as a guide for progress, we will work as a group to establish realistic deadlines based upon the challenges we encounter in our community projects.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
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<tbody>
<tr>
<td><strong>INTRODUCTION TO HEALTH EDUCATION AND PROMOTION</strong></td>
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<tr>
<td><strong>WEEK #1:</strong></td>
<td>- Course Introduction</td>
<td>Ch. 1 &amp; 2</td>
</tr>
<tr>
<td>Aug. 30 &amp; Sept. 2</td>
<td>- Defining Health and Health Education</td>
<td></td>
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<tr>
<td></td>
<td>- Intro to determinants of Health</td>
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<tr>
<td><strong>WEEK #2:</strong></td>
<td>- Examining the Social Determinants of Health</td>
<td>Ch. 4</td>
</tr>
<tr>
<td>Sept. 7 &amp; 9</td>
<td>- Planning for Service Learning Projects</td>
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<tr>
<td><strong>PLANNING, IMPLEMENTING AND EVALUATING HEALTH PROMOTION PROGRAMS</strong></td>
<td></td>
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<tr>
<td><strong>WEEK #3:</strong></td>
<td>- Intro to PRECEDE Model</td>
<td>Ch. 5</td>
</tr>
<tr>
<td>Sept. 14 &amp; 16</td>
<td>- Starting the Planning Process and Assessing Needs</td>
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<tr>
<td><strong>WEEK #4:</strong></td>
<td>- Developing a Needs Assessment Document</td>
<td>Ch. 5</td>
</tr>
<tr>
<td>Sept. 21 &amp; 23</td>
<td>- Methods of Data Collection</td>
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<td></td>
<td>- Developing Instruments</td>
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<tr>
<td><strong>WEEK #5:</strong></td>
<td>- Synthesizing Assessment Resources</td>
<td>Ch. 5</td>
</tr>
<tr>
<td>Sept. 28 &amp; 30</td>
<td>- Writing Goals and Objectives</td>
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<td></td>
<td>- Review for Exam</td>
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<tr>
<td><strong>WEEK #6:</strong></td>
<td>- Intervention Strategies –</td>
<td>Ch. 6</td>
</tr>
<tr>
<td>Oct. 5 &amp; 7</td>
<td>Levels of Interventions</td>
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<tr>
<td></td>
<td>- Exam #1 (Thursday)</td>
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<tr>
<td><strong>WEEK #7:</strong></td>
<td>- Developing Intervention Strategies</td>
<td>Ch. 6</td>
</tr>
<tr>
<td>Oct. 12 &amp; 14</td>
<td>- Writing a Program Plan</td>
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<td></td>
<td>- Group Meetings with Annie</td>
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</tbody>
</table>
WEEK #8:  
Oct. 19 & 21  
- Writing a Program Plan  
- Evaluation Models and Designs  
Ch. 8

WEEK #9:  
Oct. 26 & 28  
- Designing an Evaluation Instrument  
- Overview of the PRECEDE Model  
Ch. 8

PROFESSIONAL ISSUES IN HEALTH EDUCATION & PROMOTION

WEEK #10:  
Nov. 4  
- Health Education/Promotion as a Profession  Ch. 4 & 14  
- Careers in Health Promotion
(Nov. 2 - Election Day)

WEEK #11:  
Nov. 9  
- Exam #2 (Tuesday)  
(Nov. 11 - Veterans Day)

WEEK #12:  
Nov. 16 & 18  
- Theories of Learning & Teaching  
- Individual Behavior Change Theories  
Ch. 9 & 11

WEEK #13:  
Nov. 23  
- Introduction to Social Theories of Change  
- Diffusion of Innovations Theory  
Ch. 13
(Nov. 25 - Thanksgiving Holiday)

WEEK #14:  
Nov. 30 & Dec. 2  
- Persuasive Communication  
- Social Marketing

WEEK #15:  
Dec. 7 & 9  
- Application of Professional Skills  
- Wrap up & Course Evaluation

WEEK #16:  
Dec. 15  
- FINAL EXAM  
Wednesday - 10:10-12:10

APPROXIMATE ASSIGNMENT DUE DATES (actual dates to be determined in class):

First Draft of Needs Assessment - Tuesday, Oct. 5th
Final Draft of Needs Assessment - Thursday, Oct. 14th
First Draft of Program Plan - Tuesday, Oct. 26th
Final Draft of Program Plan - Tuesday, Nov. 4th
First Draft of Evaluation Plan - Thursday, Nov. 9th
Final Draft Evaluation Plan - Thursday, Nov. 18th
Implementation Report - Thursday, Dec. 2nd

*Two points will be deducted for each weekday that an assignment is late unless you have made arrangements with me prior to the assignment due date.

Although it is good to have an end to journey toward, in the end it is the journey that matters.  
-Ariosa Taylor-
HS/HHP/SW 430
Health Aspects of Aging
SPRING 2011
Ann K. Williams, PhD, PT
Http://umonline
mthlc@3rivers.net
Phone: 406-682-4109
College of Health Professions and Biomedical Sciences
School of Continuing Education
The University of Montana
Missoula, MT 59812
Course Syllabus

I. Course Title: HS/HHP/SW 430 Special Topics: Health Aspects of Aging
   Spring 2011

II. Instructor: Ann K. Williams, PhD
   Website: Http://courseware.umt.edu
   Email: mthlc@3rivers.net
   Phone: 406-682-4109
   Address: School of Physical Therapy and Rehabilitative Sciences
            The University of Montana
            Missoula, MT 59812

III. Course Description: This course will present an overview of the health aspects of
    aging in the United States. Topics will include biological theories of aging,
    normal physiological changes associated with aging systems, common
    pathological problems associated with aging, cultural and ethnic differences in the
    health of elders, health promotion and healthy aging, and the health care
    continuum of care for older persons.

IV. Objectives: By the end of the course the student will be able to:
   1. Describe the common theories of biologic aging
   2. Identify aging changes of the cardiovascular, pulmonary, integumentary,
      musculoskeletal, neurosensory, urogenital systems, mental health and the
      potential effect of these changes on function.
   3. Identify common pathological conditions of the systems listed in (2) above and
      possible functional effects.
   4. Describe issues associated with medication use and the elderly.
   5. Describe health promotion activities for older persons including activity,
      nutrition, environmental adaptations, and primary, secondary, and tertiary
      prevention.
   6. Describe ethnic and cultural influences on health aspects of aging.
   7. Describe the health care continuum for elders in the United States.
   8. Indicate possible applications of the content of the course to personal or work
      settings.

V. Teaching Strategies: This course will require:
   1. Purchase and reading of required text.
   2. Accessing the website and reading online materials.
   3. Accessing and utilizing various websites.
   4. Participation in Bulletin Board at least every two weeks.
   5. Completion in Bulletin Board of biweekly assignments.
   6. Completion of online course examinations (all exams will be open book).
   7. For graduate credit: Completion of course paper. Graduate students must
      complete a paper of a topic related to health aspects of aging. The topic is of the
      student’s choosing but must be approved by the instructor. The paper must
include a reference list and include no more than 10 pages of text. Format must be APA. Papers submitted with more than 5 grammatical or spelling errors are not acceptable and will be returned for revision when 6 errors are detected.

VI. Required Readings:
Readings from various websites
Reading and responding to fellow student responses on Bulletin Board

VII. Grading:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
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<tbody>
<tr>
<td>93-100%</td>
<td>A</td>
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<td>90-92%</td>
<td>A-</td>
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<td>88-89%</td>
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<td>82-87%</td>
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<td>&lt; 60%</td>
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Pass – greater than 70%

Undergraduate:  Midterm Exam  35%
                Final Exam  35%
                Assignments  30%

Graduate:  Midterm Exam  30%
           Final Exam  30%
           Assignments  20%
           Paper  20%
Course Schedule and Readings
Be sure to check each assignment for final due dates

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings</th>
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<tbody>
<tr>
<td>1 – Jan31-Feb 4</td>
<td>Course Introduction</td>
<td>Text: Intro and Chap 1</td>
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<tr>
<td></td>
<td>Getting Acquainted</td>
<td>See posted assignment</td>
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<tr>
<td>2 – Feb 7-11</td>
<td>Biological Theories of Aging</td>
<td>Text: Chap 2</td>
</tr>
<tr>
<td>3 – Feb 14-18</td>
<td>Cardiovascular Systems</td>
<td>Text: pp 52-55,63-67,91-112, 142-143</td>
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<td>See posted assignment</td>
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<tr>
<td>5 – Feb 28-Mar 4</td>
<td>Musculoskeletal/Endocrine</td>
<td>Text: pp 60-63,82-85,123-126,128-136</td>
</tr>
<tr>
<td>6 – Mar 7-11</td>
<td>Neuro Sensory</td>
<td>Text: pp 71-82,118-120,150-155</td>
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<td>See posted assignment</td>
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<tr>
<td>8 – Mar 21-25</td>
<td>Midterm Exam</td>
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<tr>
<td>9– Mar 29- Apr 1</td>
<td>Mental Health/Sexuality</td>
<td>Text: Chap 7, 11</td>
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<td>See posted assignment</td>
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<tr>
<td>10 – Apr 4-8</td>
<td>Spring Break</td>
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<tr>
<td>11 – Apr 11-15</td>
<td>Meds</td>
<td>Text: Chap 8</td>
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<td>Paper due for Grad Students</td>
</tr>
<tr>
<td>12- Apr 18-22</td>
<td>Health Promotion/Prevention</td>
<td>Text: Chap 9, 12, pp 172-189</td>
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<td>See posted assignment</td>
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<tr>
<td>13 – Apr 25-29</td>
<td>Nutrition</td>
<td>Text: Chap 10</td>
</tr>
<tr>
<td>14 – May 2-6</td>
<td>Continuum of Care</td>
<td>Text: Chap 12, 13, 14</td>
</tr>
</tbody>
</table>
Ethnic and Cultural Issues

15 - May 8-12

Final Exam & completion of all assignments

All assignments are due before midnight of the Sunday of the week of the assignment. Assignments posted after that time will have points deducted. Any assignments posted more than 7 days after the due date will not be graded.
SW 465 Social Work in Global Context

Instructor: Janet Finn
Office: Rankin Hall Room 12
Course Meets: Wed. 6:10 – 9:00 pm
Office Hours: Thursday 9-11 am
and by appt.
Email: janet.finn@umontana.edu
Phone: 406-243-5583

COURSE DESCRIPTION:

This course examines the possibilities and challenges of social work practice in a global context. We will critically address concepts of “globalization,” “development,” and “transnationalism,” the current dominance of a neoliberal economic model, and the implications for both local and international social work practice. Questions of meaning, power, context, history, and possibility will be central to examination of both “top-down” approaches and grassroots efforts at social change. We will move beyond a comparative approach to international social work and examine transnational problems and possibilities for intervention. We will locate discussions of values and ethics in global context. Particular attention will be paid to issues of poverty, human rights, social justice, and sustainability. We will explore practice innovations from diverse cultural and national contexts and consider their implications for work in the changing environment of the Rocky Mountain West and vice versa.

Among the issues to be addressed include: neoliberalism and marketization of problems and interventions, free and fair trade, credit and debt; universal human rights and cultural relativity; politics of international aid; violence, displacement, and trauma; poverty, health, inequality, and social/environmental justice; child welfare and children’s rights; gender and women’s rights; sexuality, sexual identity, and sexual exploitation in transnational context; and labor and migration in transnational context. We will also explore alternatives to globalization. Drawing on a range of examples we will examine both local and border-crossing efforts for community change in diverse geographic, cultural, and political locations, and consider their effectiveness in achieving objectives toward the goal of justice-oriented social change. We will attend to ways in which gender, race, age, ethnic, and class inequalities are often reinscribed in social development efforts and explore research and practice alternatives for challenging these inequalities. We will consider concrete possibilities for translating human rights into practice.

As we explore the role of social work in the international arena we will reflect on the efficacy of dominant U.S. – based models of social work education and practice. How well do the U.S. models prepare us for social work practice in a global context? What challenges does practice in the international arena pose to the development of social work knowledge? What lessons can we draw from this broader range of possibilities that might not only inform intervention alternatives but also transform our understandings of social problems?

COURSE OBJECTIVES: Upon completion of this course students will be able to:

1. Critically discuss the concept of globalization and its relevance to social work.
2. Critically discuss the concepts of human and social development and their relevance to social work.
3. Demonstrate comparative understanding of social work values and ethics in diverse historical, political, and social contexts.
4. Demonstrate a basic understanding of the forces that impede the social inclusion and participation of historically disadvantaged groups (women, the aged, children and youth, the poor, persons with disabilities, political and economic refugees, and groups who have been discriminated against by virtue of race, religion, class, ethnicity, sexual identity, citizenship, caste or culture) in the era of “globalization.”
5. Describe key elements and premises of a neoliberal economic model and critically examine the impact of the model on social policies, services, and supports.
6. Demonstrate self-awareness and sensitivity to the challenges involved in building communication and understanding among people of different cultural, economic, historical, political, and ideological backgrounds.
7. Demonstrate knowledge of the history, development, and key aspects of the Universal Declaration of Human Rights and its relevance to social work.
8. Critically examine the tension between universality and cultural diversity and articulate an ethical and political position regarding this tension as it relates to one’s social work practice.
9. Discuss the concept of “structural violence” and its relationship to suffering and inequality in the global era.
10. Critically compare charity, development, and social justice approaches to intervention.
11. Demonstrate knowledge of participatory approaches to community change that have informed social work intervention in diverse national and cultural settings.
12. Identify strategies for effective advocacy and solidarity work that address key course issues.

REQUIRED COURSE READINGS:

- Required and optional course readings available through Blackboard
- Additional online readings will be assigned occasionally throughout the semester. Readings subject to change in light of participants’ interests

EXPECTATIONS OF COURSE PARTICIPANTS: This course is conducted as a seminar, and it requires preparation, attendance, and participation on the part of the members. If you miss more than two class sessions your grade will drop by one letter grade. If you miss more than three sessions your grade will drop by two letter grades. Absence from more than five sessions will result in a failing grade.

Assignments and Grading:

**Reflections on Readings:** Class members will write four brief (approx. 2-page) reflection essays addressing issues raised in the readings. These essays may examine common themes or differences among two or more readings, develop a question raised in class as it relates to a reading, or utilize a theoretical concept or framework introduced in class to critique a particular reading. The essays should not be a summary of the reading, and they should go beyond a personal reaction to the readings. Essays are due on Feb. 17, Mar. 10, April 7, and April 28. Each essay should draw from a reading or readings for the three weeks prior to the due date. The essays count for 40% of the course grade.

**NOTE:** You have the option of submitting a film review in place of one of the reflection essays. Select a film (it can be a documentary film or commercial movie) that speaks to themes from the course and prepare a brief (2-page) review of its effectiveness in addressing key themes regarding globalization and social justice.
Position Paper: Each class member will write one brief (approximately 3-page) position paper on an issue relevant to a social issue in the U.S., making the case as to why a global perspective on the issue matters. Consider the audience of the paper to be the state or national leadership of governmental or professional organization (for example, the National Association of Social Workers, Montana State legislature, etc.). The paper should offer a clear statement of the issue backed up with data; make links to a global context and forces; speak to ethical and political questions at stake; make a persuasive argument, and offer recommendations for action. The paper should be properly referenced. Position paper is due March 24. The paper counts for 15% of course grade. (Graduate Increment: Position paper must reference a minimum of five sources beyond course materials).

Participation in and Facilitation of Small Group Discussions and Learning Activities:
Class members will be assigned to different small groups for discussion and in-class learning activities over the course of the semester. Each class member will assume responsibility for posing questions via email in advance and facilitating discussion of select reading assignments at least once over the course of the semester. All students are expected to keep current with course readings and participate in the weekly discussions and structured learning exercises. Learning exercises include development of action plans on case studies, participation in structured debates, developing popular education activities; addressing ethical dilemmas, role playing planning processes, etc. Participation in learning activities and facilitation of discussion count for 20% of grade.

Individual/Small Group Learning Projects and Presentations: Each class member is responsible for completion of a self-directed learning project that links personal learning goals to course themes. Students may work individually or in small groups. The final product might be a research paper, a video, a report and presentation on an action project, etc. The project should be informed by current research, and it should develop a cross-national or transnational focus on a particular issue, or explore the relationship between global forces and local issues (e.g., child welfare and children rights; gay, lesbian, bisexual and transgender issues; child soldiers; the politics of international aid; hunger and food security; sex trafficking; illness and access to health care; fair trade and sustainability; displacement and immigration; labor and the “global factory,” etc). Topics should be sufficiently focused to allow for a concise exploration of historical, social, and political context; current conditions; and possibilities for justice-oriented action. We will use an in-class brainstorming activity to stimulate individual and group project thinking. Feel free to be creative here. Projects should also be modest in scope so that they can be completed over the last third of the semester. A one-paragraph project proposal is due by Mar. 24. Class members will give brief in-class presentations on their projects over the last three class meetings (4/28; 5/5; 5/12). The final project is due May 12 (final exam date). Project counts for 25% of grade.

Graduate Increment: For graduate students, this assignment should represent graduate-level work, including a review of relevant literature on the topic selected. Whether the final project is a paper or other product, graduate students are required to turn in a review of the literature that informs the topic, the review may be in narrative form and incorporated as part of the paper, or, in the case of a project, the review may be in the form of an annotated bibliography. A listing of at least ten relevant references is to be submitted with the project proposal.

SCHEDULE OF CLASSES, THEMES, AND READINGS

Week One: Jan. 27: Course Introduction and Overview of Key Themes: Globalization and Social Justice
Rationale for course. Meanings of globalization and social justice. A brief introduction to social work in global context and the Just Practice perspective. Learning from one another about areas of interest. Planning for first discussion groups.

A historical perspective on globalization, poverty, and development. Use of case examples to illustrate these concepts. Introduction of Human Development Report and Millennium Development Goals.

Week Three: Feb 10: Globalization from Below – Popular Education, Grassroots Organizing, and Advocacy Work

Week Four: Feb 17: Human Rights and Social Justice


Week Six: March 3: Labor and Migration – Part I
Exploring social, political, and economic implications of global forces on labor practices; issues of forced labor; cross-border migration and labor; possibilities of advocacy and action. In-class activities: Immigration timeline; two-minute soapbox of labor and social justice
Week Seven: Mar. 10 Labor and Migration  Part II: Race, gender, citizenship, and family
US-Mexico border issues; race, poverty, and policies in the Americas; possibilities for organizing across borders; gendering borders; Models of practice for social justice work. In-class activity: Immigration policy debate.


Week Eight: Mar. 17 Gender, Sexual Identity, and Globalization


Week Nine: Mar. 24: Childhood and Globalization, Part I
Shifting constructions of childhood; impacts of globalization on children; transnational movement of children. In-class activity: Case study analyses.


Week Ten: Mar. 31 – Spring Break!

Week Eleven: April 7: Childhood and Globalization, Part II
Tensions and dilemmas in international child welfare: the case of international adoption. Children as researchers, activists, and agents of change (See Blackboard for examples of children as researchers and Photovoice)

Week Thirteen: April 14: War, Violence, and Aftermath
The victims and survivors of global forces and critical actors in processes of transformation and healing.

Week Fourteen: April 21: Local Places and Global Forces –
How do these issues play out close to home and where can we effectively engage in “Reverse Mission”? Exploring possibilities of fair trade; solidarity, bearing witness, and participatory knowledge development


**Week Fifteen: April 28: Linking Social and Environmental Justice**
Exploring local and global challenges, possibilities, and strategies for change.


**Week Sixteen: May 5: Valuing Difference, Creating Possibilities, and Embracing Hope**
Return to Millennium Development Goals. Group presentations.


**Week Sixteen: May 12: Finals Week Meeting for Group Presentations and Wrap up**
AMERICAN INDIAN HEALTH ISSUES
College of Health Professions and Biomedical Sciences
PHARMACY 320/HEALTH SCIENCES 320

Spring Semester: January 24-May 13, 2011           2 credits
Tuesdays/Thursdays 11:10-12:00                    NAC 201

Annie Belcourt, Ph.D (Assistant Professor, Pharmacy Practice/Community and Public Health Sciences Departments)
Office: Skaggs 306 Phone: 243-5454       e-mail: Annie.Belcourt@umontana.edu
Office Hours: 9-10 Tuesdays/Thursdays or by appointment

Course Overview: This course is designed to provide students a general overview of Native American health issues in the United States and Montana. The goal is to increase students’ awareness of the unique and special considerations that Native American populations have when it comes to the provision of medical care. An overview of the history and structure of the Indian Health Service will be given along with the development of Federal Indian health policy. Students will learn about major health concerns among Native American populations through a survey of historical and contemporary health issues. Specific health topics will include diabetes, cardiovascular disease, mental health, environmental health, and oral health. Mental health, substance use disorders, trauma, and early development issues will also be discussed. Western and traditional medicine as well as innovative approaches to integrating holistic healthcare for communities will be discussed. Health disparities between Native American and other ethnic groups will be explored with an emphasis on providing students with an appreciation of the both risk and protective factors. Students will be expected to actively participate in the course material and to develop an understanding of significant factors shaping the health of American Indian individuals and communities.

Course Objectives: Upon completion of this course students should be able to:
1. Describe the history of Native American health and its relationship to the United States Indian Health policies.
2. Describe general health trends among Native Americans along with major health concerns.
3. Describe important considerations among Native Americans such as cultural diversity and traditional way of life/medicine and how these factors can influence the provision of health care.
4. Develop a more meaningful understanding of the risk and protective factors influencing the health status and health care provision to Native American individuals and communities.
5. Students interested in health care professions will also become better equipped to provide services to culturally diverse individuals and communities through the acquisition of critical knowledge regarding Native cultural groups.

Text: Selected readings will be required throughout the semester and will be made available in class or via Blackboard.
Grading Methods: A total of 500 points are available in this course and will be based on the following criteria:

CLASS ATTENDANCE IS MANDATORY

1. Journal: Given the interactive nature of this course and the fact that we have multiple guest lecturers presenting within this course your attendance is critical. You are required to keep a notebook journal to address or respond to questions and topics given in each class. Each entry response is worth 10 points. If a student is not present in class on the day the journals are collected, your journal entry will not be given points. Attendance is therefore required and necessary to complete journal entry. Journals will be collected class period (Tuesday/Thursday). (250)

2. Essays: Two essays will be assigned during class, each worth 50 points. The essays are to be typewritten or by word processing and be approximately two-three pages in length. (100)

3. Service project: Students will develop and create a community outreach project or program that could be used to address a health issue affecting the Native American community. Student will present completed project to the class during the final weeks of the course. (150)

*Extra credit points will be available if students elect to attend identified guest lecture presentations occurring on campus. These lectures will be identified in class.

Project Descriptions:

Essay One
Due March 1—A brief (4 page double-spaced, excluding references) essay summarizing a topic selected by the student concerning a Native American health-related issue or disparity-related topic. This paper will be used as a starting point for the final service project so please pick a topic that you will use in your service project. Originality of the proposed project will be considered in the grading (i.e. consult with peers in the course to avoid topic duplication).

Essay will be graded according to the following criteria:

1. Grammar and spelling—10 points
2. Organization (Does the essay flow logically? Is information given in a structured and logical way? Are references properly used**?)—10 points
3. Description of health issue—15 points
4. Description of attempted solution to the problem—15 points

**A minimum of four written academic reference and one on-line reference must be used and cited in appropriate manner (APA, JAMA, or MLA)

Essay Two
Due April 14—A brief (4 page double-spaced, excluding references) topical essay based on one potential innovations that would help to either addressing or preventing a health disparity. Examples include: Descriptions of community-based participatory strategies to
engage tribal communities in prevention; Telemedicine in Indian Country; Policy innovations to improve Native Health; Funding prevention; digital storytelling; community engagement.

Essay will be graded according to the following criteria:

1. Grammar and spelling—10 points
2. Organization—5 points
3. Originality and Creativity—10 points
4. Descriptions of how Tribal communities can be supported in efforts to improve community health—10 points
5. Description of how this knowledge could affect health care professionals or community members—15 points

**Service Project (150 points)**

Detailed information regarding Service Project will be given out. You are will be asked to base knowledge the presentation learned from Essay One to develop community outreach project/presentation to address a health-related issue in a Native American community.

A 10 minute presentation (power point) will be presented during the last week of class (and finals time if necessary). A written outline will be due **March 17** and students are encouraged to find original or innovative aspects or factors related to health disparities facing Native American communities (i.e. avoid duplication of topics). A final outline and any supplemental material (brochure, curriculum outline, or proposal) will be collected during your scheduled presentation.

The information you develop should briefly summarize a health disparity facing Native Communities and provide clear, concise, and non-technical language appropriate for community settings. Grading will be based on whether the information you present is accurate and presented in a culturally appropriate manner suitable for general audience/tribal communities.

**Expectations:**

1. Arrive on time and prepared for each class.
2. Any assigned readings must be read prior to each appropriate course. Written assignments must be handed when due.
3. CELL phones must be set to vibrate mode only. **Please be respectful of all presentations and presenters.**
4. Students with disabilities will receive reasonable modifications in this course. Your responsibilities are to request them from me with sufficient advance notice, and to be prepared to provide verification of disability and its impact from Disability Services. Please speak with me after class or during my office hours to discuss the details. For more information, visit the Disability Services for Students website at http://life.umt.edu/dss.
**Academic Honesty:** Plagiarism is the representing of another’s work as one’s own. Such academic misconduct is subject to academic penalty by instructor and the University. Students who plagiarize will fail the assignment and be referred to University disciplinary procedures. Student Conduct Code is available at www.umt.edu

**Course Outline (Subject to Change)**

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<thead>
<tr>
<th>DATE</th>
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<td>Introduction to course and expectations</td>
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<tr>
<td>January 27</td>
<td>Health of Native Populations and Indian Health Service</td>
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<td>February 1</td>
<td>Trauma, Poverty, and Health Disparities</td>
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<td>February 3</td>
<td>Montana’s Indian Country an Overview</td>
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<td>February 8</td>
<td>Pharmacy in Practice: Urban Health, Diabetes, and related topics</td>
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<td>February 10</td>
<td>Mental Health Disparities: Suicide, PTSD, Depression, Substance Use Disorders</td>
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<td>February 15</td>
<td>Resiliency in Native communities</td>
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<td>February 17</td>
<td>Cancer among Native Americans- Mark Pershouse (Biomedical Sciences)</td>
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<td>February 22</td>
<td>Environmental Factors affecting Montana Reservations: Dr. Curtis Noonan (Environmental Health, Epidemiology)</td>
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<td>February 24</td>
<td>Plants Used as Medicine by Amerindians- Dr. Rustem Medora (Pharmacy)</td>
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<td>March 1</td>
<td>Tribal BEAR Project- Niki Graham (HIV/STD) Prevention</td>
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<td>ESSAY 1 DUE</td>
<td>Video and Discussion- Bad Sugar</td>
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<td>March 3</td>
<td>Community-Based and Tribal Research and Service</td>
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<td>March 8</td>
<td>Oral Health in Native Communities-Travis Fisher Director, MT/WY Tribal Dental Support Center</td>
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<td>Neuropsychology and traumatic brain injury- Dr. Jera Stewart (Neuropsychologist)</td>
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<td>March 15</td>
<td>Joy Dorscher, MD., University of Minnesota at Duluth</td>
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<td>March 17</td>
<td>Service Project Outlines Due</td>
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<td>March 22</td>
<td>Obesity and Chronic Disease Prevention- Dr. Tony Yancey, MD, MPH-UCLA School of Public Health</td>
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<td>March 24</td>
<td>Traditional Medicine</td>
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<td>March 29</td>
<td>Liz Putnam, PhD Research and ethics within American Indian communities</td>
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<td>Intervention and Prevention- Review presentation requirements</td>
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<td>April 5</td>
<td>Spring Break (NO CLASS)</td>
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<td>April 7</td>
<td>American Indian Doctors- Leanna Muzquiz, MD</td>
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<td>Date</td>
<td>Event/Location</td>
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<td>April 14</td>
<td>Leon Rattler-Traditional Healer</td>
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<td>April 19</td>
<td>Navajo Traditional Healing-Wade Davies, Ph.D. (Native American Studies)</td>
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<td>April 21</td>
<td>Environmental Issues-Tony Ward, Ph.D (Center for Environmental Health Sciences, Chemistry)</td>
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<td>Finals Week</td>
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NATIVE AMERICAN MEDICINE (PHAR 395.01)
(Seminar: Meeting Noon to 1:00 p.m. in Skaggs Building #336)

September 2nd: Introduction to the seminar
Rustem S. Medora, Emeritus Professor of Pharmacognosy

September 9th: Systems of Traditional Medicine
Diana Lurie, Professor of Biomedical & Pharmaceutical Sciences

September 16th: Amerindian Plants I (Anticancer Agents)
Rustem S. Medora, Emeritus Professor of Pharmacognosy

September 23rd: Special Lecture - Evidence-based Herbal Therapies of the Central Nervous System
Mark Blumenthal, Executive Director, American Botanical Council; Austin, Texas
This lecture will be held in SB 169.

September 30th: Pikuni Ethnobotany
Rosalyn Lapier, Instructor, University of Montana

October 7th: Salish Ethnobotany
Frances Vanderberg, Instructor & Linguist, Arlee High School

October 14th: Native American Medicinal Plants: A Chemist’s Approach
Andrea Stierle, Research Professor of Pharmaceutical Chemistry

October 21st: A Survey of Tribal Ethnomedicine Outside Montana Including Hawaii
Lance Foster, Instructor Helena High Schools

October 28th: Amerindian Plants II
Rustem S. Medora, Emeritus Professor of Pharmacognosy

November 4th: Plant Medicine of the Real People (Nitsitapi)
Pauline Matt, Owner of Real People Herbs, Browning, Montana

November 18th: Navajo Traditional Healing
Wade Davies, Professor of Native American Studies

December 2nd: Sanapia, Camanche Eagle Doctor
Neyoxoet Greymothing, Professor of Native American Studies/Anthropology

December 9th: Amerindian Plants III
Rustem S. Medora, Emeritus Professor of Pharmacognosy
Philosophy 421E: Ethical Issues in Medicine

Spring Semester, 2011
Th 12:40 – 2:00
LA 106
Office Hours: MW 2:10 – 2:30;
Th 2:10 – 3:00; F 2:10 – 4:00; by appt.
University of Montana
Mark J. Hanson, Ph.D.
243-6844
Office: LA 152
mark.hanson@umontana.edu

Course Description and Objectives: This three-credit course examines the moral dimensions of medicine in select issues, including the doctor-patient relationship, medical decisionmaking, end-of-life decisionmaking, physician-assisted suicide, procreative choice, genetic technologies, emerging biotechnologies, medical research, and medical resource allocation. Numerous cases and videos will be used to highlight moral issues. The course has a number of objectives:

1. Students will develop a basic understanding of major traditions and theories of ethics.
2. Students will develop a basic understanding of moral dimensions of health care and medical decisionmaking generally.
3. Students will learn about the relationships between principles and codes of medical ethics and ethical values in the larger society.
4. Students will learn principles of medical ethics found within medical ethics literature and learn how to apply them in particular situations.
5. The course will advance students' skills in critical thinking and writing in ethics through the consideration of medical ethics issues and cases in class and in a writing assignment.

Prerequisites: Upper division standing and lower-division course in perspective 5 or consent of instructor

Requirements

1. Mid-term exam, March 10 (30 percent of grade)
2. Two ethical case analysis exercises, due February 24 and April 23 (30 percent of grade)
3. Class participation and other in-class evaluations as needed (10 percent of grade)
4. Final exam, Tuesday, May 10, 8:00 – 10:00 a.m. (30 percent of grade)

- Exams will likely be a combination of a choice among short answer questions and a longer essay and/or case analysis. The final exam will not be comprehensive but may be longer than the mid-term. Exams must be taken at scheduled times unless prior permission of the instructor is obtained, otherwise the exam receives a failing grade.
- The two required case analysis exercises should analyze central features of a particular case study or issue. I will post the topics. Unless an extension is granted, late papers are immediately penalized one grade, and thereafter at a graduated rate, amounting to an additional letter grade per five days.
- Full credit for class participation involves participating actively in class discussions, and being well prepared for discussions.
Required Reading
Aldous Huxley, *Brave New World* (pb). Used copies may be available. 
Other articles and cases as assigned (electronic reserve at Mansfield Library: “Medethics”)

Topics and Reading Assignments

**Introduction: Moral Reasoning in the Medical Context**
Jan. 25, 27, Feb. 1, 3  “Introduction: Moral Reasoning in the Medical Context”

**Foundations of the Health Professional-Patient Relationship**
Feb. 8, 10  “Hippocratic Oath”; “The Refutation of Medical Paternalism”;
“Four Models of the Physician-Patient Relationship”

**Decisional Capacity, Advance Directives, and the Right to Refuse Treatment**
Feb. 15, 17  “Deciding for Others: Competency”; “A Chronicle: Dax’s Case as It Happened” Commentaries by White and Engelhardt

**Choosing for Others and Obligations to Treat or Not Treat**
First Case Analysis Exercise Due February 24

**End-of-Life Decisionmaking, Euthanasia & Physician-Assisted Suicide**
March 1, 3  “Physician-Assisted Suicide: A Tragic View”; “Is There a Duty to Die?”

**Review and Exam**
March 8  *Catch Up and Review*

March 10  Mid-term Exam

**Brave New World: A Vision of Our Future? A Visit to Our Past**
March 15, 17  Huxley, *Brave New World* (3/17)
Genetics, Reproductive Technologies and Emerging Biotechnologies

March 22, 24  
**Human Enhancement**
C. Elliott, "Is Ugliness a Disease?"
"Anyone for Tennis, At the Age of 150?"; "The Case Against Perfection"

March 29, 31  
**Human Gene Transfer**

April 4 – 8  
**Spring Break**

April 12, 14  
**Prenatal Testing**
"The Presumptive Primacy of Procreative Liberty";
"Disability, Prenatal Testing, and Selective Abortion"

April 19, 21  
**Human Cloning and Stem Cell Research**
"Will Cloning Harm People?"
"The Point of a Ban"

**Second Case Analysis Paper Due April 23**

Experimentation on Human Subjects

April 26, 28  
"Of Mice but Not Men"; "A Response to a Purported Ethical Difficulty with Randomized Clinical Trials"

Allocation, Social Justice, and Health Policy

May 3, 5  

Final Exam  
Tuesday, May 10, 8:00 – 10:00 a.m.

Grading Policy

**Case Analysis Exercises**: Assignments are due in class on or before the date listed in the syllabus. I will take off one half-grade level for each class day an assignment is late (unless you have made a prior agreement with me). Papers with an undue number of errors of punctuation, spelling, or grammar will be returned ungraded for correction and marked down half a letter grade. Papers should be typed and double-spaced, with standard margins, roughly five to six pages in length. All outside sources should be cited with a standard and consistent reference style.

**Exams**: Exams must be taken at the scheduled time unless prior permission has been obtained from me for an alternate time. The final exam may only be rescheduled if you have two other
exams scheduled for the same day. Failure to take the exam at the scheduled time will result in no credit given for the exam with no make-up possibility.

**Attendance and Participation:** More than three absences will result in losing any benefit of the doubt on your final grade. Four to five absences will result in one half-grade level reduction. Six to seven absences will result in a full grade level reduction (e.g., A to B), and eight or more absences may result in a failing course grade (F). **Late arrivals in class may count as an absence.** (Note: If you have a valid reason for missing several classes, such as illness, disability or other conflicting commitments, you still must speak with the instructor. Documentation may be required.) Lack of regular, active participation will also result in a grade level reduction. **Sleeping in class will count as an absence and will not be tolerated.** Participation grades are based on demonstrated willingness to answer questions and contribute comments that reflect a good-faith effort to read, understand, and develop a personal perspective on and critical questions about the readings and lectures.

**Academic Misconduct and Plagiarism:** All work submitted is expected to be the student's own. Any acts of plagiarism or academic misconduct will result in automatic failure of the course, and may result in further academic punishment. If you have any doubts about definitions of plagiarism or academic misconduct, please review the relevant sections of the University Catalog.

**Classroom Etiquette**

- Please arrive on time and do not walk out on classes early or in the middle of discussion without prior permission. Doing otherwise is disrespectful.
- Give the class full attention: no side discussions, newspaper reading, crossword puzzles, or use of electronic devices. Anything other than full attention will count as an absence.
- Cell Phones: Please turn off all cell phones prior to class unless you have informed me that you have a legitimate reason: for example, you are an EMT or a firefighter, parent of a young child, or are expecting an emergency call. If you are expecting a call, please keep the phone on the vibrate mode and step outside to take the call.
- Laptops: Laptops are not permitted. Please see me if you need to make an exception.
- Sleeping is not permitted and will be counted as an absence.
Issues in Global Public Health
PSCI 270 [3 credits; offered annually spring]
Peter Koehn, Ph.D.

Course Description

Issues in Global Health treats current public-health challenges in industrialized and low-income countries, including chronic and infectious illnesses. Issues covered will include HIV/AIDS, the obesity epidemic, the “fatal flow of expertise,” transnational and indigenous health care (including medical tourism), migrant health care, conflict and health, quarantines and isolation, optimism/fatalism, and academic preparation for emerging transnational challenges. In comparative perspective, the course will explore the individual, environmental, resource, and governance context of public-health policy, interventions, and outcomes and address questions of human rights and ethics, health equity and justice, regional problematic and contributors, and the concerns of vulnerable populations along with possibilities for health advocacy. Through individual and group projects, students will prepare to work collaboratively with future transnational partners.

Learning Objectives

- Demonstrate ability to discern interconnections among local and transnational forces that facilitate and constrain global health.
- Demonstrate ability to identify and distinguish structural, environmental, community, biological, and individual factors affecting global health.
- Demonstrate ability to analyze the effects on public-health systems of politics and social/ economic policies at the local, state/provincial, national, and international levels.
- Demonstrate ability to connect contemporary health challenges to transnational socio-cultural, political, economic, environmental, biological, and behavioral determinants.
- Demonstrate awareness of factors that contribute to wide disparities in health among certain populations.
- Demonstrate ability to explore and critically assess approaches aimed at reducing health disparities now and for generations to follow.

Course Outline

The individual, environmental, resource, and governance context of public-health policy, interventions, and outcomes.
The “right” to health
Vulnerable populations
Health equity and justice
Conflict and health
Regional problematic and contributors
The “fatal flow of expertise”
Migrant health care
Transnational and indigenous health care; medical tourism
Global issues
  Infectious and chronic illnesses
  HIV/AIDS
  Obesity epidemic
Resiliency
Quarantines and isolation
Academic preparation for emerging transnational challenges
Health advocacy

Readings

James Dwyer, “What’s Wrong with the Global Migration of Health Care Professionals?” (2007)
Scott Harding and Kathryn Libal, “War and the Public Health Disaster in Iraq” (2010)
Matthew Bishop and Michael Green, “Billanthropy: Good or Bad?” (2009)
Peter Koehn & Marja Tillikainen, “Migration and Transnational Health Care: Connecting Finland and Somalia” (2007)
“Americans with Disabilities Applaud President Obama’s Intention to Sign Convention” (2009)
Venters, Foote, & Keller, “Medical Advocacy on Health of Detained Immigrants” (2010)
Political Science 463
Development Administration
Fall semester 2009

Peter Koehn
LA 348 x 5294
Ofc hrs: TTH 10:00-11:00,
12:30-1:30; and by appointment

Course Description & Objectives

The course explores key issues of sustainable development and development management as well as the roles of local, national, and transnational public administrators, NGO personnel, and donor professionals. Development Administration focuses on the fundamental challenge of how to enhance living conditions in contexts characterized by scarce material resources. Students should develop awareness of the role of public administrators and NGO staff in sustainable development processes, how culture affects development management, issues of decentralization, participation, community empowerment, and capacity building, and effective approaches to management training and project evaluation as well as awareness of contemporary issues involving foreign assistance, agriculture, natural resources and the environment, health, education, housing/transportation, and the special training needs of displaced persons. In addition to building a conceptual and knowledge base regarding the challenges of social, economic, and political change at national and community levels, PSc 463 also involves simulated experience and practical exercises aimed at preparing students with valuable skills for field assignments in non-Western contexts – including needs and capabilities assessment, data collection, gender-framework analysis, project selection, development planning and budgeting, program implementation, action training, project evaluation, and transnational competence.

Required: Coursepack at UC Bookstore. Electronic reserve (e-res); password = psc463

Course Outline and Assignments


1. “Human Development Index” (2005)
2. Sen, Development as Freedom (2001), pp. 3-7


Sept. 15 II. Goals: An Agenda for Development Management

1. “The Millennium Development Goals, Targets, and Indicators” e-res
2. “Midpoint for Achievement of Millennium Development Goals” (’07)

Sept. 15, 17, 22 III. The Development Context
A. Public Administrators and Public-policy Making

5. Ousman Sembene, Mandabi, VT 09883, 90 minutes (1999)
7. “A 30% Budget Cut in Sefta’s Ministry of Health” role play

Sept. 24  
**B. The Impact of Culture on Development Management**

2. C. Storti, “Universalism & Particularism”
3. C. Storti, “Monochronic & Polychronic”
4. C. Storti, “Individualist or Collectivist?”
5. Tadella Tafera, “Assefa and Silesi” (case analysis)

Sept. 29  
**C. Civil Society, NGOs, Participation, Governance, Decentralization, & Empowerment**


Oct. 1  
**Individual essay due**

Oct. 1  
**D. Development Planning and Budgeting**

1. Koehn, Public Policy and Administration in Africa, Chapter 6
3. Axinn and Axinn, Collaboration in Rural Development (1997), 281-90

Oct. 1  
**Wajjo case -- group preparation**

1. Norris, “Wajjo Awraja Exercise”

IV. Capacity Building for Sustainable Development

Oct. 6  
**A. Institutional, Managerial, & Technical Capacity and Popular Support**

5. Stephen Siebert and Peter Koehn, “Executive Summary: USAID University Development Linkage Project; Montana and Belize Partnership for Resource Conservation & Development”

Oct. 8

It’s a Tangle Out There [Transnational management in Botswana] VT12156 (30 minutes)
Heart of the Congo: Rebuilding in the Face of War DVD01311 (57 mins)

Oct. 13

Wajjo case: group presentations

Oct. 15

B. Infrastructure, Entrepreneurship, Microlending, & Security

1. Dugger, “Roads Lead to New Way of Life in Rural Ethiopia” (’04) e-res

Oct. 20

C. Information Technology


Oct. 20

D. Development Communication


Oct. 22

E. Management Training and Human-resource Development

3. “RATT” case (Staudt, pp. 198-199).

Oct. 27, 29

V. Critical Development Sectors and Issues

A. Rural Health
B. Natural Resources and the Environment
C. Agriculture
D. Refugee and Returnee Assistance and Development
E. Urban housing & Transportation
F. Education

VI. Development Processes (how should practitioners identify, formulate, select, organize, implement, & evaluate activities at the cutting edge of development?)

Oct. 29

A. Data Collection & Community-Asset Mapping


Nov. 3, 5

Individual Project Meetings
Small-group feedback
Graduate reports

Nov. 10

B. Needs Assessment and Appraisal Methods


Nov. 10

C. Project Initiation, Preparation/Design, and Selection

Nov. 12

D. Project Implementation

1. John Ickis, “Profile of a Permanent Secretary” case e-res
2. Bourns, “A Day in the Life of a Program Manager” e-res

Nov. 12

E. Monitoring and Evaluation

1. Oakley, pp. 253-254 (Box 34) and 263-266
Nov. 17, 19, 24 VII. Changing International Assistance Architecture and the Glocal Context of Contemporary Development Challenges

Millennium Challenge Corporation
U.S. AID: Global Development Commons
NGOs
Philanthropists & Foundations
Sovereign Funds
NEPAD
WTO
IMF & World Bank
Development Funds
Interpersonal Challenges

4. MCC, “Phases of an MCC Compact” (2007)

Dec 1 Group Final Project: Review
See Jenny Gorsegner, “Welcome to Togo” (2009) e-res

Dec 1 Women’s Bank of Bangladesh (47 minutes) VT10557

Dec. 3 Written Individual Project due

Dec. 3, 8, 10 Individual Project Reports

Dec. 14 Written Group Final Project Due

Dec 16 (10:10-12:10) Group Final-project Reports

This syllabus is presented as a general guide to the course that is subject to amendment or deviation.
H8 195 History and Theory of Epidemiology–Epidemiology 101

Instructors: Craig Molgaard, Ph.D., M.P.H.
Professor and Chair
School of Public and Community Health Sciences
College of Health Professions and Biomedical Sciences
craig.molgaard@mso.umt.edu

MPH Graduate Student, Anna Buckner
anna.buckner@umontana.edu

Format: Undergraduate web based course using Blackboard. For purposes of assignments and class activities, the week starts on Monday 12:01 a.m. and ends on Sunday at Midnight. Office hours will be established the first week of the semester, during which time the instructor will be available for phone calls or immediate email responses. Outside office hours, the instructor will respond to emailed questions within 48 hours unless prior notice has been given to the class.

Blackboard Help: UMOnline has made available an interactive tutorial for using Blackboard as a student. The tutorial and other resources can be found at the following web site:
http://www.umt.edu/xls/blackboard/

Required Texts:


Grading: 50% discussion
          25% midterm
          25% final exam
Course Description

This course covers the development and evolution of epidemiology, the basic science of public health. Major schools of epidemiology from both the Italian and English traditions will be compared and contrasted, and basic concepts and terminology will be introduced.

**Epidemiology 101: Enduring Understandings**

1. The causes of disease are discoverable by systematically identifying their patterns in populations, formulating hypotheses, and testing those hypotheses using group and individual comparisons. These methods lie at the core of the science of epidemiology, the basic science of public health.

2. Health and disease are not distributed randomly. There are patterns to their occurrence. These patterns can be identified through public health surveillance, looking for patterns based on person, place, and time. Analysis of these patterns can help formulate hypotheses about the possible causes of health and disease.

3. Hypotheses can be tested by comparing the frequency of disease in selected groups of people with and without an exposure to determine if the exposure and the disease are associated.

4. One possible explanation for finding an association is that the exposure causes the outcome. Because studies are complicated by factors not controlled by the observer, other explanations also must be considered, including chance and bias.

5. When an exposure is hypothesized to have a beneficial effect, studies known as randomized clinical trials may at times be designed in which participants are randomly assigned to study and control groups. Those in the study group are then exposed to the hypothesized cause and their outcomes are compared to those in the control group.

6. When an exposure is hypothesized to have a detrimental effect, it is not ethical to intentionally expose a group of people. Randomized clinical trials and community trials may be used to provide evidence for efficacy of potential interventions to reduce the risk.

7. Judgments about whether an exposure causes a disease are developed by examining a body of epidemiologic evidence as well as evidence from other scientific disciplines. While a given exposure may be necessary to cause an outcome, the presence of a single factor is seldom sufficient. Most outcomes are caused by multiple factors including genetic make-up, behaviors, social, economic, and cultural factors, availability of healthcare and the physical environment.

8. Individual and societal health-related decisions about interventions to improve health and prevent disease are based on more than scientific evidence. Social, economic, ethical, environmental, cultural, and political factors may also be considered in implementation decisions. The effectiveness of a health-related strategy can be evaluated by comparing the
frequency of the outcome in carefully selected groups of people who were and were not exposed to the strategy. Costs, trade-offs of harms and benefits, and alternative solutions must also be considered in evaluating the strategy.

9. Principles of testing and screening based on Bayes theorem lie at the core of disease diagnosis and screening for disease and have applications to a range of social decision-making in security, forensics, quality control efforts, etc.

10. An understanding of non-health related phenomena can be also be developed through epidemiologic thinking, by identifying their patterns in populations, formulating causal hypotheses, and testing those hypotheses by making

**Epidemiology 101: Learning Outcomes**

**Basic Learning Outcomes**

1. Describe the historical roots of epidemiologic thinking and their contribution to the evolution of the scientific method.

2. Explain how ethical principles affect epidemiologic research.

3. Use rates and proportions to express numerically the amount and distribution of health- and non health-related outcomes.

4. Use the distribution of a health-related outcome in groups to generate hypotheses that might provide a causal explanation.

5. Explain basic statistical and epidemiologic concepts of estimation, inference, and adjustment to establish association.

6. Explain how to use evidence of an association to make a judgment about whether an association is causal using the principles of contributory cause.

7. Describe the basic epidemiologic study designs that are used to test hypotheses, identify associations, and establish causation.

8. Describe the concepts of measurement of test performance and be able to apply the concepts of testing and screening in different settings.

9. Apply the concepts of benefits, harms, and cost to a public health decision.

10. Describe the broad applicability of epidemiologic methods to clinical and basic science as well as public policy.

**Advanced Learning Outcomes**

1. Analyze the evidence for and against a recommendation for intervention.

2. Analyze a public health problem (e.g., investigation of a disease outbreak).
3. Synthesize epidemiological methods to assess the strengths and weaknesses of assertions in the scientific literature and popular press.
4. Evaluate the design of an epidemiologic investigation, demonstrating the ability to reconcile scientific validity and ethical sensitivity.


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**Course Outline**

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**Week 1, Jan 24-Jan30: What is Epidemiology? History and Development of Epidemiological Concepts.**
Friis, *Epidemiology 101*, Chapter 1: History, Philosophy, and Uses of Epidemiology.

Concepts to be addressed:
- Definition of epidemiology and other important terms
- Evolution of epidemiology
- Epidemiology as a liberal art

**Week 2, Jan 31-Feb 6: Case Study: Applying Epidemiological Concepts**
Cipolla, *Miasmas and Disease*, Chapters 1, and 2

Concepts to be addressed:
- Differences in how epidemiology was used in 17th century Florence compared to current uses
- Factors that affect change in epidemiologic methods
- Uses of epidemiology in different contexts and situations

**Week 3, Feb 7-Feb 13: Understanding Epidemiological Data and Measurements**
Friis, *Epidemiology 101*, Chapters 2 and 3

Concepts to be addressed:
- Mathematical terms used in epidemiology
- Types of epidemiological measures
- Sources of epidemiological information
- Quality of epidemiological data

**Week 4, Feb 14-Feb 20: Descriptive Epidemiology**
Friis, *Epidemiology 101*, Chapter 4
Cipolla, *Miasmas and Disease*, Chapters 3-5

Concepts to be addressed:
- Types and uses of descriptive epidemiologic studies
- Variables used to quantify and measure descriptive data
- Identifying descriptive variables in case studies
- How patterns and trends in epidemiologic data were understood historically compared to current understanding
- Challenges and limitations of descriptive epidemiology

**Week 5, Feb 21-Feb 27: Association and Causality**
Frisi, *Epidemiology 101*, Chapter 5

Concepts to be addressed:
- Types of associations
- Understanding graphical data presentation
- Distinguishing between causal and non causal associations

**Week 6, Feb 28-Mar 6: Analytic Epidemiology**
Frisi, *Epidemiology 101*, Chapter 6

Concepts to be addressed:
- Types of study designs
- Limitations of study designs
- How to determine appropriate use of various study designs

**Week 7, Mar 7-Mar 13: Epidemiology and Health Policy**
Frisi, *Epidemiology 101*, Chapter 7

Concepts to be addressed:
- What is health policy and how it is developed
- Epidemiology’s role in health policy
- How interactions between different stakeholders can affect policy acceptance and enforcement
- Relating historical instances of health policy to current problems

**Week 8, Mar 14-Mar 20: Epidemiology and Health Policy continued**
Cipolla, *Faith, Reason, and the Plague*, Chapters 3-6

Concepts to be addressed:
- Identifying uses of epidemiology in the development of health policy
- Challenges of policy enforcement
- What can lead to ineffective or poor health policies
• Epidemiology and policy evaluation

Week 9, Mar 21-27: Midterm

Week 10, Mar 28-Apr 3: Infectious Diseases and Outbreak Investigation
Read Friis, Epidemiology 101, Chapter 8 for Week 11

Concepts to be addressed:
• Modes of transmission
• Microbial agents associated with infectious disease
• Describing the epidemiology of infectious disease
• State procedures for investigating infectious disease outbreaks

Week 11, Apr 4-Apr 10: Spring Break (No Discussion this Week)
Johnson, The Ghost Map, Chapter 1: The Night Soil Men and Chapter 2: Eyes Sunk, Lips Dark Blue (pgs 1-55)

Week 12, Apr 11- Apr 17: Case Study: Application of Infectious Diseases and Outbreak Investigation
Johnson, The Ghost Map, Chapter 3: The Investigator through Chapter 6: Building the Case (pgs 56-156)

Concepts to be addressed:
• Historical ideas on modes of transmission
• Progression of an epidemic
• Observation: Why different people see different things
• Importance of Communication

Week 13, Apr 18-24: Application of Infectious Diseases and Outbreak Investigation continued
Johnson, The Ghost Map, Chapter 7: The Pump Handle through Epilogue (pgs 157-256)

Concepts to be addressed:
• Role of Government
• Science can lead to different conclusions
• Public opposition and lack of understanding
• The impact on modern epidemiology

Week 14, Apr 25-May 1: Social and Behavioral Epidemiology and Special Epidemiologic Applications
Friis, Epidemiology 101, Chapter 9 and Chapter 10

Concepts to be addressed:
• Describing the epidemiology of lifestyle and negative health outcomes
- Genetic, Environmental, and Occupational Epidemiology
- Role of epidemiology on unintentional injuries and violence

**Week 15, May 2-May 8: Review**

**Week 16, May 9-13: Final**

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**Plagiarism:** All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The Code is available for review online at [http://www.umt.edu/SA/VPSA/index.cfm/page/1321](http://www.umt.edu/SA/VPSA/index.cfm/page/1321).

Plagiarism is the representing of another's work as one's own. It is a particularly intolerable offense in the academic community and is strictly forbidden. Students who plagiarize may fail the course and may be remanded to Academic Court for possible suspension or expulsion. (See UM Student Conduct Code).

Students must always be very careful to acknowledge any kind of borrowing that is included in their work. This means not only borrowed wording but also ideas. Acknowledgment of whatever is not one's own original work is the proper and honest use of sources. Failure to acknowledge whatever is not one's own original work is plagiarism. (Source: [http://www2.umt.edu/catalog/acpolpro.htm](http://www2.umt.edu/catalog/acpolpro.htm))

**Accommodation:** In accordance with University of Montana’s mission to provide equal educational opportunities for all students, necessary accommodations for students with disabilities will be made whenever possible. If you require accommodations, please provide written information regarding your disability from the Disability Services as soon as possible so that accommodations can be made.
The College of Health Professions and Biomedical Sciences
School of Public and Community Health Sciences

Public Health Genetics (PUBH 515)
3 credit hours
Fall 2009

Instructor: Elizabeth Putnam, Ph.D.
Associate Professor of Molecular Genetics and Toxicology
Center for Environmental Health Sciences
Dept. of Biomedical & Pharmaceutical Sciences
College of Health Professions and Biomedical Sciences

Contact Information:
Skaggs Building, Room 282
406-243-4794
elizabeth.putnam@umontana.edu

Format: Online. For purposes of assignments and class activities, the week starts on Monday, 12:01 a.m. and ends on Sunday at Midnight. Office hours will be established the first week of the semester, during which time Dr. Putnam will be available for phone calls or immediate email responses. Outside office hours, she will respond to emailed questions within 48 hours unless prior notice has been given to the class.

Textbooks: Recommended, not required. These are both great texts that could serve as resources in the coming years. Any good genetics text that you can acquire will work for the first six weeks. The bulk of the course information can be obtained from the powerpoint presentations and supplemental readings placed online.

Public Health Genomics: The Essentials
Claudia N. Mikail
ISBN: 978-0-7879-8684-1

Genetics and Public Health in the 21st Century
Using Genetic Information to Improve Health and Prevent Disease
Edited by Muin J. Khoury, Wylie Burke and Elizabeth J. Thomson

Course Description:
This course introduces concepts of basic human genetics and genomics and continues with the importance of integrating advances in these fields in public health practice. Textbook reading assignments as well as the current literature will be used to acquaint students with the impact of the Human Genome Project and genetic information on ethical, legal and social issues as well as introducing concepts of genetic epidemiology in public health.
Course Objectives:
At the completion of this course, the student will be able to 1) understand the implications of genetic factors in health outcomes, 2) evaluate the quality and effectiveness of genetics services for both individuals and groups, 3) understand the complexity of communicating genetic risk information, and 4) understand the ethical, legal and social issues involved in the congruence of genetic information and public health practice.

Online Format:
This course will be delivered over the Internet with support from UMOnline. Readings from the textbooks, recent journal articles and homework assignments will be used to illustrate the material presented and will form the basis for review and discussion during the weekly class postings on the discussion board. A self-study format will be used to present key points, however, the emphasis will be on discussion and application of the course material in assignments.

Elluminate may be used to supplement the Blackboard delivery of the course.

UMOnline Preparatory Course:
UMOnline has prepared an online class that provides instruction on how to use Blackboard as a student. Since you are enrolled in an online class, you are also automatically enrolled into this introduction class, titled “Taking an Online Course at UM.” If you have not taken a course supported by Blackboard, completion of this non-credit course or taking an equivalent course on-campus is required before the end of the first week of class. Contact Keith Lynip (keith.lynip@umontana.edu) to sign up for the course.

Discussion Questions:
Each week 2 students will be asked to prepare 2 questions for discussion based on the week’s readings. Discussion questions must be posted by Wednesday at noon.

Weekly postings to the discussion board:
All students are required to participate in discussions every week by Sunday, midnight Mountain Standard Time. This format necessitates completion of readings and assignments as well as participation in discussion boards every week during the week. Class participation constitutes a portion of the grade.

Assignments:
There will be four homework assignments designed to provide experience in applying the course material spread over the semester. Assignments are due Sunday midnight, Mountain Time and are to be turned in to the instructor using the Assignment feature in Blackboard. Late assignments will be graded zero unless there are serious and verifiable extenuating circumstances. Students who wish to request permission to submit an assignment late must contact Dr. Putnam well before the assignment deadline.

Peer review of assignments:
To capitalize of the expertise and experience of the students, student colleagues will provide feedback and suggestions to other students for all assignments. Students will post drafts of their
assignments on Blackboard and one student will provide feedback as a response to the posting in Blackboard. Providing feedback is required and will be counted in the class participation portion of students' grades. Feedback is due on Wednesdays at Noon. Classmates are encouraged to let their peers know when their feedback is helpful by posting a response to the feedback on the discussion board.

**Midterm Exam:**
The midterm exam will be an open book/note essay test. It is timed and must be completed within a two hour time period.

**Final Paper:**
Each student will complete a research paper focused on one topic covered during the semester. The student in consultation with the instructor will choose this topic.

**Evaluation:**
- Class participation (20%, 2.5% for discussion questions, 15% for weekly postings, 2.5% for peer feedback)
- Homework Assignments (30%, 7.5% for each assignment)
- Midterm exam (25%)
- Final paper (25%)

This course will use the traditional letter grade option without the use of pluses or minuses. Therefore, final grades will consist of the following: A, B, C, D, F. Grades will be calculated based on the standard formula (90-100% = A; 80-89% = B; 70-79% = C; 60-69% = D; 59% and below = F).

Assignments are to be turned to the instructors using the Assignment feature in Blackboard. Late assignments or a missed exam will be graded zero unless there are serious and verifiable extenuating circumstances.

**BLACKBOARD COURSE PROCEDURES AND EXPECTATIONS:**
Blackboard will be used in this class and online activities will be required throughout the semester. Assessments will be made frequently throughout the course so that adjustments may be made to enhance the learning experience for the students and the instructor. Comments and suggestions are always welcome.

**Announcements:**
The instructor will post class announcements. Blackboard system administrators will sometimes post announcements about the Blackboard system.

**Communication:**
Communication will take place using e-mail and discussion boards. E-mail should be used for "private" communication with the instructor or other students. Any questions regarding grades or communication about more personal issues should be handled via email. Please include PUBH51X in the subject line for e-mail communication with the instructor.
Discussion boards are appropriate for questions or discussions that would normally occur in the classroom. Remember that the discussion board is public and your classmates can read what you post there!

**Course Materials:**
Assignments, reading notes, and a variety of readings will be posted on Blackboard.

**Submitting Assignments Electronically:**
All assignments will be submitted electronically through the Assignments option within Blackboard. Assignments are due at midnight, Mountain Time. Please create your assignments in Word, and include your last name and the assignment number in the file name. If you need assistance with viewing or submitting your assignments, please call the Help Desk at 406-243-4357 or refer to the UMOline student resources at [http://umonline.umt.edu/studentsupport/default.htm](http://umonline.umt.edu/studentsupport/default.htm). Please log in every MWF at any time of day to read current announcements that have been posted. The Instructor will typically answer e-mails, respond to discussions, etc. during traditional work hours (M-F 9:00 a.m. - 5 p.m.).

**Additional notes:**
This syllabus is subject to change without warning. All changes will be made in the Announcement section of Blackboard.

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**UM Public Health Course Syllabus Addendums**

Please click on this link
to see the latest information on the following topics:

University of Montana Mission Statement  
School of Public and Community Health Science’s (SPCHS) Mission Statement  
Preparatory Tutorials  
Accessibility  
Plagiarism Warning
# Public Health Genetics

## Course Schedule

<table>
<thead>
<tr>
<th>Date Range</th>
<th>Topic</th>
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<tbody>
<tr>
<td>Aug. 31 – Sept 6</td>
<td>Course Introduction, Blackboard course completed, overview of Public Health Genetics</td>
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<tr>
<td>Sept 7 – Sept 13</td>
<td>DNA structure and function, meiosis and mitosis, chromosome structure and defects</td>
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<tr>
<td>Sept 14 – Sept 20</td>
<td>Principles of Genetics: basic concepts, Mendelian modes of inheritance, pedigrees</td>
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<td></td>
<td><strong>Homework Assignment #1</strong></td>
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<tr>
<td>Sept 21 – Sept 27</td>
<td>Non-Mendelian inheritance, multifactorial inheritance, gene-environment interactions in disease development</td>
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<tr>
<td>Sept 28 – Oct 4</td>
<td>Human genome project, genomics</td>
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<tr>
<td>Oct 5 – Oct 11</td>
<td>Genetic variation</td>
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<td><strong>Homework Assignment #2</strong></td>
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<tr>
<td>Oct 12 – Oct 18</td>
<td>Susceptibility testing and Pharmacogenetics</td>
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<tr>
<td>Oct 19 – Oct 25</td>
<td><strong>Midterm exam</strong></td>
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**Week 9**  
Accessibility to genetic services, genetic testing, special populations.

**Week 10**  
Newborn screening, surveillance for birth defects and genetic diseases  
**Homework Assignment #3**

**Week 11**  
Introduction to genetic epidemiology, risk communication

**Week 12**  
Genetic discrimination, ethical, legal and social issues

**Week 13**  
Public policy – integration of genetics into public health practice  
**Homework Assignment #4**

**Week 14**  
Community involvement/informed consent issues

**Week 15**  
Genetic health education for the public

**Week 16**  
**Final Paper**
The College of Health Professions and Biomedical Sciences
School of Public and Community Health Sciences
Public Health Genetics (PUBH 515)
3 credit hours
Fall 2009

Instructor: Elizabeth Putnam, Ph.D.
Associate Professor of Molecular Genetics and Toxicology
Center for Environmental Health Sciences
Dept. of Biomedical & Pharmaceutical Sciences
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Contact Information: Skaggs Building, Room 282, 406-243-4794
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Public Health Genetics
Course Schedule
Week 1 Course Introduction, Blackboard course completed, overview of Public Health Genetics

Week 2 DNA structure and function, meiosis and mitosis, chromosome structure and defects

Week 3 Principles of Genetics: basic concepts, Mendelian modes of inheritance, pedigrees

Homework Assignment #1

Week 4 Non-Mendelian inheritance, multifactorial inheritance, geneenvironment interactions in disease development

Week 5 Human genome project, genomics

Week 6 Genetic variation

Homework Assignment #2

Week 7 Susceptibility testing and Pharmacogenetics

Week 8 Midterm exam

Week 9 Accessibility to genetic services, genetic testing, special populations

Week 10 Newborn screening, surveillance for birth defects and genetic diseases

Homework Assignment #3

Week 11 Introduction to genetic epidemiology, risk communication

Week 12 Genetic discrimination, ethical, legal and social issues

Week 13 Public policy – integration of genetics into public health practice

Homework Assignment #4

Week 14 Community involvement/informed consent issues

Week 15 Genetic health education for the public

Week 16 Final Paper
SW 465 Social Work in Global Context

Instructor: Janet Finn
Office: Rankin Hall Room 12
Course Meets: Wed. 6:10 – 9:00 pm
Office Hours: Thursday 9-11 am
and by appt.
Email: janet.finn@umontana.edu
Phone: 406-243-5583

COURSE DESCRIPTION:

This course examines the possibilities and challenges of social work practice in a global context. We will critically address concepts of "globalization," "development," and "transnationalism," the current dominance of a neoliberal economic model, and the implications for both local and international social work practice. Questions of meaning, power, context, history, and possibility will be central to examination of both "top-down" approaches and grassroots efforts at social change. We will move beyond a comparative approach to international social work and examine transnational problems and possibilities for intervention. We will locate discussions of values and ethics in global context. Particular attention will be paid to issues of poverty, human rights, social justice, and sustainability. We will explore practice innovations from diverse cultural and national contexts and consider their implications for work in the changing environment of the Rocky Mountain West and vice versa.

Among the issues to be addressed include: neoliberalism and marketization of problems and interventions, free and fair trade, credit and debt; universal human rights and cultural relativity; politics of international aid; violence, displacement, and trauma; poverty, health, inequality, and social/environmental justice; child welfare and children's rights; gender and women's rights; sexuality, sexual identity, and sexual exploitation in transnational context; and labor and migration in transnational context. We will also explore alternatives to globalization. Drawing on a range of examples we will examine both local and border-crossing efforts for community change in diverse geographic, cultural, and political locations, and consider their effectiveness in achieving objectives toward the goal of justice-oriented social change. We will attend to ways in which gender, race, age, ethnic, and class inequalities are often reinscribed in social development efforts and explore research and practice alternatives for challenging these inequalities. We will consider concrete possibilities for translating human rights into practice.

As we explore the role of social work in the international arena we will reflect on the efficacy of dominant U.S. - based models of social work education and practice. How well do the U.S. models prepare us for social work practice in a global context? What challenges does practice in the international arena pose to the development of social work knowledge? What lessons can we draw from this broader range of possibilities that might not only inform intervention alternatives but also transform our understandings of social problems?

COURSE OBJECTIVES: Upon completion of this course students will be able to:

1. Critically discuss the concept of globalization and its relevance to social work.
2. Critically discuss the concepts of human and social development and their relevance to social work.
3. Demonstrate comparative understanding of social work values and ethics in diverse historical, political, and social contexts.
4. Demonstrate a basic understanding of the forces that impede the social inclusion and participation of historically disadvantaged groups (women, the aged, children and youth, the poor, persons with disabilities, political and economic refugees, and groups who have been discriminated against by virtue of race, religion, class, ethnicity, sexual identity, citizenship, caste or culture) in the era of “globalization.”
5. Describe key elements and premises of a neoliberal economic model and critically examine the impact of the model on social policies, services, and supports.
6. Demonstrate self-awareness and sensitivity to the challenges involved in building communication and understanding among people of different cultural, economic, historical, political, and ideological backgrounds.
7. Demonstrate knowledge of the history, development, and key aspects of the Universal Declaration of Human Rights and its relevance to social work.
8. Critically examine the tension between universality and cultural diversity and articulate an ethical and political position regarding this tension as it relates to one’s social work practice.
9. Discuss the concept of “structural violence” and its relationship to suffering and inequality in the global era.
10. Critically compare charity, development, and social justice approaches to intervention.
11. Demonstrate knowledge of participatory approaches to community change that have informed social work intervention in diverse national and cultural settings.
12. Identify strategies for effective advocacy and solidarity work that address key course issues.

REQUIRED COURSE READINGS:

- Required and optional course readings available through Blackboard
- Additional online readings will be assigned occasionally throughout the semester. Readings subject to change in light of participants’ interests

EXPECTATIONS OF COURSE PARTICIPANTS: This course is conducted as a seminar, and it requires preparation, attendance, and participation on the part of the members. If you miss more than two class sessions your grade will drop by one letter grade. If you miss more than three sessions your grade will drop by two letter grades. Absence from more than five sessions will result in a failing grade.

Assignments and Grading:

Reflections on Readings: Class members will write four brief (approx. 2-page) reflection essays addressing issues raised in the readings. These essays may examine common themes or differences among two or more readings, develop a question raised in class as it relates to a reading, or utilize a theoretical concept or framework introduced in class to critique a particular reading. The essays should not be a summary of the reading, and they should go beyond a personal reaction to the readings. Essays are due on Feb. 17, Mar. 10, April 7, and April 28. Each essay should draw from a reading or readings for the three weeks prior to the due date. The essays count for 40% of the course grade. NOTE: You have the option of submitting a film review in place of one of the reflection essays. Select a film (it can be a documentary film or commercial movie) that speaks to themes from the course and prepare a brief (2-page) review of its effectiveness in addressing key themes regarding globalization and social justice.
Position Paper: Each class member will write one brief (approximately 3-page) position paper on an issue relevant to a social issue in the U.S., making the case as to why a global perspective on the issue matters. Consider the audience of the paper to be the state or national leadership of governmental or professional organization (for example, the National Association of Social Workers, Montana State legislature, etc.). The paper should offer a clear statement of the issue backed up with data; make links to a global context and forces; speak to ethical and political questions at stake; make a persuasive argument, and offer recommendations for action. The paper should be properly referenced. **Position paper is due March 24. The paper counts for 15% of course grade. (Graduate Increment: Position paper must reference a minimum of five sources beyond course materials).**

Participation in and Facilitation of Small Group Discussions and Learning Activities:
Class members will be assigned to different small groups for discussion and in-class learning activities over the course of the semester. Each class member will assume responsibility for posing questions via email in advance and facilitating discussion of select reading assignments at least once over the course of the semester. All students are expected to keep current with course readings and participate in the weekly discussions and structured learning exercises. Learning exercises include development of action plans on case studies, participation in structured debates, developing popular education activities; addressing ethical dilemmas, role playing planning processes, etc. **Participation in learning activities and facilitation of discussion count for 20% of grade.**

Individual/Small Group Learning Projects and Presentations: Each class member is responsible for completion of a self-directed learning project that links personal learning goals to course themes. Students may work individually or in small groups. The final product might be a research paper, a video, a report and presentation on an action project, etc. The project should be informed by current research, and it should develop a cross-national or transnational focus on a particular issue, or explore the relationship between global forces and local issues (e.g. child welfare and children rights; gay, lesbian, bisexual and transgender issues; child soldiers; the politics of international aid; hunger and food security; sex trafficking; illness and access to health care; fair trade and sustainability; displacement and immigration; labor and the “global factory,” etc). Topics should be sufficiently focused to allow for a concise exploration of historical, social, and political context; current conditions; and possibilities for justice-oriented action. We will use an in-class brainstorming activity to stimulate individual and group project thinking. Feel free to be creative here. Projects should also be modest in scope so that they can be completed over the last third of the semester. A one-paragraph project proposal is due by Mar. 24. Class members will give brief in-class presentations on their projects over the last three class meetings (4/28; 5/5; 5/12). **The final project is due May 12 (final exam date). Project counts for 25% of grade.**

Graduate Increment: For graduate students, this assignment should represent graduate-level work, including a review of relevant literature on the topic selected. Whether the final project is a paper or other product, graduate students are required to turn in a review of the literature that informs the topic, the review may be in narrative form and incorporated as part of the paper, or, in the case of a project, the review may be in the form of an annotated bibliography. A listing of at least ten relevant references is to be submitted with the project proposal.

**SCHEDULE OF CLASSES, THEMES, AND READINGS**

**Week One: Jan. 27: Course Introduction and Overview of Key Themes: Globalization and Social Justice**
Rationale for course. Meanings of globalization and social justice. A brief introduction to social work in global context and the Just Practice perspective. Learning from one another about areas of interest. Planning for first discussion groups.

A historical perspective on globalization, poverty, and development. Use of case examples to illustrate these concepts. Introduction of Human Development Report and Millennium Development Goals.

Week Three: Feb 10: Globalization from Below – Popular Education, Grassroots Organizing, and Advocacy Work

Week Four: Feb 17: Human Rights and Social Justice

Introduction to Kurasawa’s concepts guiding the work of social justice: bearing witness, forgiveness, foresight, aid, and solidarity. Tensions of human rights and cultural relativity. Ethical dilemmas in “helping.” In-class activity: Debating rights versus market solutions.

Week Six: March 3: Labor and Migration – Part I
Exploring social, political, and economic implications of global forces on labor practices; issues of forced labor; cross-border migration and labor; possibilities of advocacy and action. In-class activities: Immigration timeline; two-minute soapbox of labor and social justice
Week Seven: Mar. 10 Labor and Migration Part II: Race, gender, citizenship, and family
US-Mexico border issues; race, poverty, and policies in the Americas; possibilities for organizing across borders; gendering borders; Models of practice for social justice work. In-class activity: Immigration policy debate.

Week Eight: Mar. 17 Gender, Sexual Identity, and Globalization

Week Nine: Mar. 24: Childhood and Globalization, Part I
Shifting constructions of childhood; impacts of globalization on children; transnational movement of children. In-class activity: Case study analyses.

Week Ten: Mar. 31 – Spring Break!

Week Eleven: April 7: Childhood and Globalization, Part II
Tensions and dilemmas in international child welfare: the case of international adoption. Children as researchers, activists, and agents of change (See Blackboard for examples of children as researchers and Photovoice)

Week Thirteen: April 14: War, Violence, and Aftermath
The victims and survivors of global forces and critical actors in processes of transformation and healing.

Week Fourteen: April 21: Local Places and Global Forces –
How do these issues play out close to home and where can we effectively engage in "Reverse Mission?"
Exploring possibilities of fair trade; solidarity, bearing witness, and participatory knowledge development


**Week Fifteen: April 28: Linking Social and Environmental Justice**
Exploring local and global challenges, possibilities, and strategies for change.


**Week Sixteen: May 5: Valuing Difference, Creating Possibilities, and Embracing Hope**
Return to Millennium Development Goals. Group presentations.


**Week Sixteen: May 12: Finals Week Meeting for Group Presentations and Wrap up**
SOCI 355: Population & Society
Spring 2010
Course Meetings: MWF 1:10-2:00 p.m., GBB108

Professor: Dr. Teresa Sobieszczyk
Office Hours: M W 2:15-3, Th 12-1:45 or by appointment
Email: teresa.sobieszczyk@umontana.edu
Office: SS 303
Telephone: (406)243-4868
Mailbox: SS 339

COURSE DESCRIPTION
As global citizens of the 21st century, we face a variety of dilemmas related to population: a dearth of babies in some countries and an excess of babies in others, environmental degradation, threatened food and water security, the pressures of international migration, human trafficking, and the HIV/AIDS pandemic, to name a few. This course introduces theoretical and empirical literature concerning selected population problems, with a special emphasis on development and less industrialized countries. We will use the basic concepts and measurement techniques of demographic analysis to better understand the causes, meanings, and implications of these population issues. Students will be expected to develop a critical perspective as to why certain population trends are defined as problems and why analysts may disagree on the extent or nature of these problems. Student performance will be evaluated based on three exams, several homework sets, quizzes, attendance, preparation for and participation in class, and a service learning project related to the 2010 Census.

This course is a content course for the International Development Studies minor. Please contact me or Dr. Peter Koehn (243-5294 or peter.koehn@umontana.edu) if you are interested in exploring this minor.

COURSE OBJECTIVES
During this term, students will:
1. Employ demographic concepts and basic measurement techniques to describe and explain trends in fertility, mortality, migration, population structure and population growth.

2. Evaluate theories and measures of fertility, mortality, migration, population structure and population growth.

3. Employ population theories and concepts to assess contemporary demographic issues.

4. Analyze population policies and related population outcomes.

5. Analyze and assess research literature including primary source research materials related to populations processes.

COURSE REQUIREMENTS
Classroom Environment
We will be talking about some sensitive and potentially controversial issues this term. Please treat each other and each other's ideas respectfully. Keep in mind that the University of Montana forbids discrimination on the basis of ethnicity, race, religion, sex, age, marital status, sexual orientation, or disability.

Attendance, Class Preparation, and Participation (15%):
I expect students to attend each class and to be on time. If you are habitually absent or tardy, your grade will be lowered. I also expect you to complete assigned readings prior to the class for which they are assigned and to be prepared to discuss them with your peers in class. Several times during the semester, your participation and
preparation for class will be evaluated with attendance, discussions, debates, quizzes, problem solving activities, homework exercises, and/or other exercises, which are listed in the syllabus. Keep in mind that if you miss a class, you may not make up missed class work or attendance, which ultimately lowers your grade. Together, homework assignments, quizzes, class participation, attendance, and preparation for class will be worth 25 percent of your overall grade. Scheduled participation assignments are italicized and underlined and are denoted with (a), (b), (c) etc. in the syllabus. Unscheduled assignments or quizzes may be added, particularly if attendance drops or if it seems that many students are coming to class unprepared and/or unwilling to participate in discussions!

Late Assignment or Homework:
If you have to miss the class for which a homework assignment is due, please drop it off in my mailbox before class or send it to class with a friend. Late homework exercises will be accepted; however, assignments turned in later than the class period in which they were due will be lowered one letter grade from what they would otherwise have received. In other words, a paper that would originally have received an “A” will receive a “B.” Quizzes, group discussions, problem solving activities, etc. conducted in class may not be made up. All late assignments must be turned in by 5/5/10.

Census Service Learning (10%)
Students will be responsible for providing two hours of service regarding the 2010 Census, likely focused on tabling about the Census in the UC. A schedule will be set up in March.

Exams (75%):
During the course, three exams will be given. Exams most likely will include essays questions, multiple choice, true/false, or short answer questions, as well as a few fairly simple demographic calculations or interpretations. Exams will ask you to think critically and synthesize arguments and will cover materials from course readings, lectures, and videos. Each exam will be worth 25 percent of your final grade. The exams will be non-cumulative. The Final Exam will be held on 5/10/10 from 3:20-5:20 p.m. Please mark it in your schedules and plan your departure from Missoula accordingly!

Make up Exams:
Students with documented health issues or who have three or more final exams in one day may be allowed to take a make up exam with prior notice and permission from the professor. Make up exams will be scheduled at a time convenient to the professor, either very soon before or no more than one week after the scheduled exam date. It will not be possible to make up exams more than a week after the scheduled exam date. Make up exams likely will be in an essay format.

Distribution of Course Grade:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Exams</td>
<td>75</td>
</tr>
<tr>
<td>Homework, quizzes, participation, preparation, and attendance</td>
<td>15</td>
</tr>
<tr>
<td>Census Service Learning</td>
<td>10</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100%</td>
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</tbody>
</table>

A plus/minus system of grading will be employed.

93+ = A
90-92 = A-
87-89 = B+
83-86 = B
80-82 = B- ETC.

If you are enrolled Pass/Not Pass, you must earn a C or better to pass. All materials (books, videos) borrowed from Dr. Sobieszczyk must be returned by the final exam for the class or you will earn an ‘Incomplete,’ which will remain on your record until the materials are returned or replaced.
ADDITIONAL INFORMATION
Office Hours:
Please feel free to visit us during office hours. Generally, Dr. Sobie also will be available for a few minutes before and after class if you have a quick question. If you are unable to attend our scheduled office hours, you may arrange to meet us at a different time by appointment.

Extra Credit:
From time to time, extra credit opportunities may appear. Here is the one I know about already!

Earn up to 5 extra credit points towards your participation grade by attending the following panel and typing up a 2-3 page summary of what you learned from the panel.
Panel on Human Trafficking, University of Montana School of Law, Tuesday, February 16, 2010, from 7:00 to 9:00 p.m. Location will be announced later.

Required Readings:
Readings are available through Mansfield Library On-line Course Reserve. You can access the readings under my name with the access code SOCI355. In addition, a complete set of the paper readings is available on regular reserve.

SOCI 355  Spring 2010  Reading/Assignment Schedule (subject to change)
ML = available on reserve at Mansfield Library front desk    TS = Dr. Sobie’s video collection

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Day</th>
<th>Topic, Readings, and Assignments Due</th>
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<tbody>
<tr>
<td>Week 1</td>
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</table>
| 1/25/10   | M   | Introduction to Course & Thinking Demographically  
|           |     | Video: “Holding Our Ground” (ML)            |
| 1/27/10   | W   | Researching Population Issues            |
|           |     | Reading:                                 |
| 1/29/10   | F   | The Census                               |
|           |     | Readings:                                |
|           |     | 1. Selections from US Census Bureau and Montana’s Census and Economic Information Center, posted on ERES  
|           |     | Short Video: “How Communities Benefit from the Census”  
<p>|           |     | <a href="http://www.census.gov/schools/2010_census/">http://www.census.gov/schools/2010_census/</a>  |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Reading/Provider</th>
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<tbody>
<tr>
<td>2/1/10</td>
<td>M</td>
<td><strong>Conceptualizing and Measuring Fertility</strong> (Biological &amp; Social Components)</td>
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<td></td>
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<td><em>Reading:</em></td>
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<tr>
<td>2/3/10</td>
<td>W</td>
<td><strong>Cultural Explanations of High Fertility</strong></td>
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<td></td>
<td><em>Video:</em> &quot;The Desired Number&quot; (excerpt from &quot;Women’s Lives &amp; Choices&quot;) (ML) &amp; discussion</td>
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<tr>
<td>2/5/10</td>
<td>F</td>
<td><strong>High Fertility</strong></td>
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<td><em>a. Fertility Exercise due at beginning of class</em></td>
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<tr>
<td>2/8/10</td>
<td>M</td>
<td><strong>Explanations of the Fertility Transition</strong></td>
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<tr>
<td>2/10/10</td>
<td>W</td>
<td><strong>Low Fertility - Europe &amp; Japan’s New Population Dilemma</strong></td>
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<td><em>Readings:</em></td>
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<tr>
<td>2/12/10</td>
<td>F</td>
<td><em>Video:</em> Excerpt from &quot;World in the Balance: The People Paradox&quot; (TS, ML) &amp; discussion</td>
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<tr>
<td>2/15/10</td>
<td>M</td>
<td><strong>President’s Day - No Class</strong></td>
</tr>
<tr>
<td>2/17/10</td>
<td>W</td>
<td><strong>Gender, Reproductive Rights, and Criminal Sentencing in the U.S.</strong> (small group discussion)</td>
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<td><em>Readings</em></td>
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<tr>
<td>2/19/10</td>
<td>F</td>
<td><strong>Conceptualizing and Measuring Mortality + Health &amp; Mortality Transitions</strong></td>
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</table>
| Week 5 | 2/22/10 M | Disease and Mortality through the Ages
Video: “How Safe Are We?” (ML)
(b) Mortality Exercise Due at beginning of class |
|--------|----------|---------------------------------------------------------------|
| 2/24/10 W | Mortality Issues in Contemporary America
Readings:
| 2/26/10 F | Mortality Issues in LICs
Readings:
Short video: “The Year of the Woman” (ML) & discussion |
| Week 6 | 3/1/10 M | Exam #1 |
| 3/3/10 W | HIV/AIDS and Inequality: A Global Overview
Readings:
| 3/5/10 F | Thailand and the HIV/AIDS Crisis: Part 1
Reading
(c) HIV/AIDS quiz |
*Video:* "Dying for Sex" (TS) & discussion |
| --- | --- | --- | --- |
| 3/10/10 | W | Population Structure & Population Pyramids  
*Readings:*  
*Short Video:* *Population Reference Bureau’s Haub on Population Pyramids*  
*(d) In-class group work due at end of class* |
| 3/12/10 | F | Global Population Trends  
*Reading:*  
*Short Video:* "World Population"  
http://www.youtube.com/watch?v=4BbkQiQyaYc & discussion |
|  |  |  | |
| Week 8  | 3/15/10 | M | World Population Growth - Trends and Historical Perspectives  
*Reading:*  
| 3/17/10 | W | Population, Poverty, & Development: Malthus and Beyond  
*Readings:*  
| 3/19/10 | F | *Video:* "Legacy of Malthus" (ML) & discussion |
|  |  |  | |
| Week 9  | 3/22/10 M | Population & Environment: I=PAT and Beyond  
**Reading:**  
|---------|------------|-----------------------------------------------------------------------------------|
| 3/24/10 W | Whither the Population Bomb?  
**Reading:**  
**Video:** “Paul Ehrlich and the Population Bomb” (TS) & discussion |
| 3/26/10 F | The Population, Consumption, & Environment Link  
**Video:** “China Revs Up” (excerpt from “World in the Balance: The People Paradox” (TS, ML)  
**Reading:**  
| Week 10 |  | No Class - Spring Break! |
| Week 11 | 4/5/10 M | Population, Environment, and Development  
**Reading:**  
**Short video:** “Tuvalu - Islands on the Frontline of Climate Change” [http://vimeo.com/4997847](http://vimeo.com/4997847) |
| 4/7/10 W | Should reducing population growth be a global priority or not?  
**Readings:**  
**Video:** “BBC World Debate: Global Population” [http://www.youtube.com/watch?v=MLOLJ69a8iw](http://www.youtube.com/watch?v=MLOLJ69a8iw)  
**(e) Reading response due at beginning of class** |
<p>| 4/10/09 F | EXAM #2 (Teresa at PSA) |</p>
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<tr>
<th>Week 12</th>
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<tbody>
<tr>
<td>4/12/10</td>
<td>M</td>
<td>Introduction to Migration</td>
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<td></td>
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<td>Reading:</td>
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<tr>
<td>4/14/10</td>
<td>W</td>
<td>Explanations of International Migration</td>
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<td>Video: Excerpt from “Sixty Minutes” (TS) (on Nursing Shortage and Labor Recruitment)</td>
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<tr>
<td>4/16/10</td>
<td>F</td>
<td>National Undergraduate Research Conference - NO CLASS (Be sure to attend a session or two)</td>
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<th>Week 13</th>
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<tbody>
<tr>
<td>4/19/10</td>
<td>M</td>
<td>International Labor Migration from Thailand: Motivations and Outcomes</td>
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<td>Reading:</td>
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<tr>
<td>4/21/10</td>
<td>W</td>
<td>International Labor Migration and Development</td>
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<td>Video: “Modern Heroes, Modern Slaves” (ML) &amp; discussion</td>
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<td>4/23/10</td>
<td>F</td>
<td>The U.S. &amp; International Migration: The Debate</td>
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<td>Readings</td>
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<td>Video: Excerpt from “Farmingville” (TS) &amp; discussion</td>
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<tr>
<td>Week 14</td>
<td>4/26/10</td>
<td>M</td>
<td>Introduction to Population Policies &amp; International Population Policy Agendas</td>
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<td><strong>Reading:</strong></td>
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<tr>
<td>4/28/10</td>
<td>W</td>
<td></td>
<td><strong>Gender and Population Policies</strong> (sex selective abortion and sex imbalance, missing women, coercive sterilization)</td>
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<td><strong>Reading</strong></td>
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<td><strong>Video:</strong> Excerpt from “World in the Balance: The People Paradox” (TS)</td>
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<td>4/30/10</td>
<td>F</td>
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<td><strong>Government Intervention in Reproductive Rights (case studies: U.S. and Singapore)</strong></td>
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<td><strong>Readings:</strong></td>
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<td><strong>Short video:</strong> “Skin Deep” (TS)</td>
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<td>Week 15</td>
<td>5/3/10</td>
<td>M</td>
<td><strong>China’s One Child Policy</strong></td>
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<td><strong>Reading:</strong></td>
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<td><strong>Video:</strong> “China’s Only Child” (TS)</td>
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<td>5/5/10</td>
<td>W</td>
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<td><strong>China in the 21st Century: Population, Gender, and the State</strong> + small group discussion</td>
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<td><strong>Readings:</strong></td>
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<tr>
<td>5/7/10</td>
<td>F</td>
<td></td>
<td><strong>Course Evaluations and Review for Final Exam</strong></td>
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<tr>
<td>5/10/10</td>
<td>M</td>
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<td><strong>FINAL EXAM:</strong> 3:20-5:20 p.m. in our regular classroom</td>
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Appendix D

Identified Faculty Expertise at The University of Montana

**Anthropology (ANTH)**
Kimber Haddix McKay, Ph.D., Associate Professor, University of California, Davis, 1998
Gilbert Quintero, Ph.D., Associate Professor, University of Arizona, 1997

**Division of Biological Sciences (DBS)**
Bill Granath, Ph.D., Professor, Wake Forest University, 1982
Ralph C. Judd, Ph.D., Professor, The University of Montana, 1979
Mike Minnick, Ph.D., Professor, Washington State University, 1987

**Climate Change Studies (CCS) (College of Forestry and Conservation)**
Dr. Dane Scott, Director, Center of Ethics, Associate Professor, Vanderbilt University, 1999

**Department of Communication Studies (COMM)**
Steve Schwarze, Ph.D., Associate Professor, The University of Iowa, 1999 (Chair)
Steve Yoshimura, Ph.D., Associate Professor, Communication Studies, Arizona State University, 2002
Joel Iverson, Ph.D., Associate Professor, Communication Studies, Arizona State University, 2003
Phyllis Ngai, Ed.D., University of Montana, 2004, Adjunct Assistant Professor

**Economics (ECNS)**
Ranjan Shrestha, Ph.D., Assistant Professor, Ohio State University, 2007

**Environmental Studies (EVST)**
Daniel Spencer, Ph.D., Master of Divinity, Associate Professor, Union Theological Seminary, New York, 1994, 1983

**Health and Human Performance (HHP)**
Laura Dybdal, Ph.D., Professor, University of New Mexico, 1996
K. Ann Sondag, Ph.D., Professor, Southern Illinois, Carbondale, 1988

**Native American Studies (NAS)**
Kate Shanley, Ph.D., Professor, Ph.D., University of Michigan, 1987

**Pharmacy (PHAR)**
Dr. Rustem Medora, Ph.D., Emeritus Professor, University of Rhode Island, 1965
Dr. Elizabeth Putnam, Ph.D., Associate Professor, Ph.D., University of Texas-Houston, 1989

**Philosophy**
Mark Hanson, Ph.D., Lecturer, University of Virginia, 1993

**Physical Therapy**
Ann Williams, Ph.D., Emeritus Professor, Portland State University, 1985; P.T., Montana
Political Science (PSCI)
Peter Koehn, Ph.D., Professor, University of Colorado, 1973
Robert P. Saldin, Ph.D., Assistant Professor, University of Virginia, 2008

Psychology (PSYCH)
Gyda Swaney, Ph.D., Associate Professor, University of Montana, 1997

Public Health (PUBH)
Craig Molgaard, Ph.D., Professor and Chair, University of California at Berkeley, 1979
(Anthropology/Health and Medical Sciences); M.P.H. University of California at Berkeley, 1982
(Epidemiology); M.A., University of California at Berkeley, 1976 (Anthropology) (Chair)
Annie Belfort, Ph.D., Assistant Professor, The University of Montana, 2006 (Pharmacy Practice and
School of Public and Community Health Sciences)
Tony Ward, Ph.D., Assistant Professor, The University of Montana, 2001 (Biomedical and
Pharmaceutical Sciences and School of Public and Community Health Sciences)

Sociology (SOCI)
Teresa R. Sobieszczyk, Ph.D., Associate Professor, Cornell University, 2000

Social Work (SW)
Janet Finn, Ph.D., Professor, University of Michigan, 1995

Other
Tom Bulger, MD, Davidson Honors College

Lisa Pascopella, Ph.D., Albert Einstein College of Medicine, 1993; M.P.H., University of California at
Berkeley, 1999 (Research Administrator and Faculty, FJ Curry National Tuberculosis Center,
University of California-San Francisco)

Tom G. Schwan, Ph.D., University of California at Berkeley, 1983 (Chief and Senior Investigator,
Laboratory of Zoonotic Pathogens, Rocky Mountain Laboratories, National Institute of Allergies and
Infectious Diseases, National Institutes of Health).