Please attach/submit additional documents as needed to fully complete each section of the form.

COURSE INFORMATION

Department: Anthropology
Course Title: Anthropology and Global Health
Course Number: 126

Type of Request: X *New One-time Only Renew Change Remove
Course offered: Fall Spring X Intermittent Summer Winter Multiple sections

*If course does not exist in the catalog, an e-curriculum form is also required.

JUSTIFICATION FOR COURSE LEVEL

Normally general education courses do not have more than one pre-requisite, are at least 3 credits, and numbered in the 100-300 levels. If the course does not meet these conditions, please provide an explanation. If the course is offered at the 400-level, please explain how it is foundational within the requested perspective.

Not applicable.

ADDITIONAL INFORMATION (FOR OGRE DATABASE):

In which MUS Core Category, does this course fit?
Does the course include content regarding cultural heritage of American Indians? No.

II. ENDORSEMENT / APPROVALS

* Instructor: Gilbert Quintero
  Phone / Email: X-2693

Program Chair: Tully Thibault
Dean: Christopher Comer

Signature Date 10/10/17
Signature Date 10/10/17
Signature Date 10/10/17

*Form must be completed by the instructor who will be teaching the course. If the instructor of the course changes before the next review, the new instructor must be provided with a copy of the form prior to teaching the course.

III. DESCRIPTION AND PURPOSE

This course will examine a set of global health problems rooted in rapidly changing social structures, cultural beliefs and practices, and environmental and biological realities that transcend geopolitical and other imagined boundaries. Students will explore case studies (addressing Ebola, tuberculosis, mental illness, and other topics) and a multidisciplinary literature (including anthropology, epidemiology, history, and medicine) centering on how biosocial perspectives might provide a foundation to improve health and well-being on a global level.

This is a new introductory level course that will complement existing departmental offerings including an upper division course focusing on sociocultural aspects of health and disease (ANTY 426, Culture, Health and Healing) as well as other courses dealing with culture and population (ANTY 333), social change in non-Western societies (ANTY 349), and culture and mental health (ANTY 422). The department does not currently have a lower division course in this area and this will be
the only departmental course focused specifically on global health. Once established, this course may also contribute to an existing option in Medical Anthropology as well as other that the instructor currently teaches.

IV. CRITERIA

BRIEFLY EXPLAIN HOW THIS COURSE MEETS THE GROUP DESCRIPTION.

The proposed course will examine one of the most pressing sets of issues in contemporary society – global health – from a biosocial perspective which emphasizes an understanding of the historical roots of institutions, organizations, and individuals involved in defining and addressing disease and well-being in a range of diverse cultures and societies worldwide. Knowledge gained from this course will provide students with an intellectual foundation for understanding complex issues related to global health research in a comparative cross-cultural and multi-disciplinary context.

V. STUDENT LEARNING GOALS

BRIEFLY EXPLAIN HOW THIS COURSE WILL MEET THE APPLICABLE LEARNING GOALS.

1. Demonstrate an understanding of the diverse ways humans structure their social, political, and cultural lives.

   A wide range of readings and case studies drawn from diverse sociocultural settings will provide the student with background on the social, political and cultural dimensions of global health issues.

2. Interpret human activities, ideas, and institutions with reference to diverse cultural, historical and geo-political perspectives and physical environments.

   Course materials and evaluations of student performance will focus on interpreting and analyzing the development, implementation, and effectiveness of global health initiatives in a number of cultural, historical and geopolitical settings and physical and social environments.

3. Recognize the complexities of inter-cultural and international communications and collaborative endeavors, and relate this to the complex challenges of the 21st century.

   Course readings and case studies will underscore the cross-cultural, trans-disciplinary character of global health policy making, as well as research, implementation, and evaluation efforts and emphasize the implications for addressing one of the most complex and important issues that humanity faces in the 21st century – global health.

VI. ASSESSMENT

A. HOW ARE THE LEARNING GOALS FOR THE GENERAL EDUCATION GROUP MEASURED?

Describe how you will determine that students have met each of the General Education Learning Goals. This should include specific examples of assignments, rubrics or test questions that directly measure the General Education learning goals. (See Example)

Please attach or provide a web link to relevant assessment materials.

1. Demonstrate an understanding of the diverse ways humans structure their social, political, and cultural lives.

   Students will demonstrate an understanding of the diverse ways humans structure their social, political, and cultural lives within the global health arena by participating in class discussions organized around key questions. In addition, essay exams will require students to describe, synthesize, and evaluate these dimensions of global health practice. (See attachments for examples of discussion and essay questions.)

2. Interpret human activities, ideas, and institutions with reference to diverse cultural, historical and geo-political perspectives and physical environments.

   Student's progress and achievement of this goal will be assessed in class discussions and essay exams. (See attachments for examples of discussion and essay questions.)

3. Recognize the complexities of inter-cultural and international communications and collaborative endeavors, and relate this to the complex challenges of the 21st century.
Student’s progress and achievement of this goal will be assessed in class discussions and essay exams. (See attachments for examples of discussion and essay questions.)

General Education Assessment Report (Items B-D) If this information is not yet available, Items VI. B- D must be completed within one year of this course review (re-submit the entire form with these sections completed).

Not applicable. This is a new course.

B. ACHIEVEMENT TARGETS
Describe the desirable level of performance for your students, and the percentage of students you expected to achieve this:

C. ASSESSMENT FINDINGS
What were the results/findings, and what is your interpretation/analysis of the data? (Please be detailed, using specific numbers/percentages when possible. Qualitative discussion of themes provided in student feedback may also be reported. Be sure to use data that connects to the specific Learning Goals (do not rely on overall course grades). The most useful data indicates where students’ performance was stronger and where it was weaker. Feel free to attach charts/tables if desired.)

D. ASSESSMENT FEEDBACK
Given your students’ performance the last time the course was offered, how will you modify the course to enhance learning? You can also address how the course could be improved, and what changes in the course content or pedagogy you plan to make, based upon on the findings. Please include a timeframe for the changes.

VIII. SYLLABUS

Please submit syllabus in a separate file with the completed and signed form to the Faculty Senate Office, UH 221. The learning goals for the Indigenous and Global Perspective must be included on the syllabus. An electronic copy of the original form is acceptable.