



HHPH 382.01W GLB/SOCIAL JUSTICE AND HEALTH COURSE SYLLABUS: SPRING 2020

INSTRUCTOR INFORMATION

Instructor: Dr. Elizabeth Wachira, Assistant Professor
Office Location: NHS
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Preferred Form of Communication: Email
Communication Response Time: 48 business hours

COURSE INFORMATION

Course Information:

Course Value: Three (3) Credit Hours
Course Location: Online
Course Time Online

Prerequisite: HHPH 1304, junior or senior standing. 2.5 GPA.

REQUIRED Text: Levy, B. S., & Sidel, V. W. (Eds.). (2013). Social injustice and public health. Oxford University Press.

Course Description

Social justice aims to assure that every person has equal opportunity to reach the highest level of health. This course will introduce students to social justice as a public health issue and assist them in discovering their ability to create positive change in their own world. Social justice will provide a foundation for students to explore social justice concepts, issues, and remedies, thereby developing the necessary analytical tools and information to see inequality and injustice and address historical and contemporary issues relevant to students' present day lives.

Student Learning Outcomes

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

The syllabus/schedule are subject to change.

1. Discuss the concept of social justice as a public health issue. Current terminology in relation to social justice will be reviewed
2. Identify, analyze, and interpret social determinants of health in shaping health
3. Understand community developmental theoretical frameworks associated with social change, such as empowerment, community participation, and capacity building;
4. Identify roles and responsibilities of the public health educator, other practitioners, and community members as agents of change in tackling social justice issues
5. Learn to apply participatory education methods in tackling social injustices and demonstrate sensitivity to diversity in communities
6. Explore social injustices experienced based on various social identities globally - - both historically and currently. Students will view themselves as engaged citizens within an interconnected and diverse world

COURSE REQUIREMENTS

Minimal Technical Skills Needed

Students should be able to use D2L online platform, Microsoft Word and PowerPoint, using presentation and graphics programs as necessary for assignment completion

Instructional Methods

Instructional method is primarily lecture and class discussion. Students will be assessed through the use of quizzes, short written assignments, and one or two exams spaced throughout the semester.

Assessments

The student will be responsible for obtaining all materials presented online and assigned readings from the textbook. All class assignments must be turned in online. No emailed work will be accepted. **Unless otherwise specified, all assignments are due ONLINE by 11:59pm on the specified due date listed in the class schedule.**
NO LATE WORK ACCEPTED

1. **Discussion Boards (10 x 25 points = 250 points)**

Nine discussions will take place online during the term over the assigned readings and topics. To complete these discussions, students should first read the assigned Students are to respond to the discussion prompt as well as respond to one more peer. **Discussions due Sunday by 11:59pm of the corresponding week.**

2. **Reflection Essays (3 x 40 points = 120 points)**

You will be required to write a short reflection essay based on the readings and discussions. Write-ups will be due online as discussion boards on the given due date and time. This paper should be a 1 -2 page, double-spaced, 12-point font, and in APA-style with a cover page and a reference page should you cite from other sources.

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Be sure to construct your essay to have the following sections and answer each prompt appropriately:

- **Topic Summary**
 - Give a brief summary of what you learned from the selected module readings and discussions. (Avoid being vague “I learned a lot about social justice” – be specific)
- **Topic Discussion:**
 - Discuss how this topic is relevant to your field and how you personally can work to tackle this issue if given an opportunity
- **Recommendations for my field**
 - Provide recommendations for your field on ways to tackle the social justice issue discussed (theory to action → education/awareness, action/advocacy etc.)

Be sure to read and respond to one peer’s reflection and respond to it.

3. Independent Film Review/Presentation (150 points) – Due Feb. 16th

Each student is required to pick a movie that highlights a historical or current social justice issue/movement and turn in a 1-2 page review of the film and submit a power point slide presentation (max 10 slides). Along with your presentation, provide a “prompt” that students can respond to.

*Please note that only one student will be allowed to report on any given film, so each student **MUST** have their film choice approved in advance.

- Please post on the corresponding DB your first and second choice ranked 1 and 2 no later by January 22nd. **(25 points)**
 - **If posting AFTER others have posted, be sure to adjust your choices as it is first come first served. So if someone has listed your “first choice”, that will not be approved for you.**
 - Be sure to check back after the 26th to see what choice has been approved.
- All movies must be approved by Sunday Jan. 26th
 - Failure to submit a film choice by the required due date will result in an additional 15 points deduction from the final assignment score.

**See D2L for complete assignment Directions*

4. Social Justice Paper: (275 Points)

The social justice paper is the culminating product (learning and application) to be completed by the end of the semester. (For students who participate in the TAMUC Global Scholars program, this project may be inserted into the student’s ePortfolio.)

To successfully complete this course, a grade of 70% or higher MUST be earned on both parts of this final project. *See rubric document for grading evaluation criteria*

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More details on the final project provided via the Final Project Assignment Document.

This Final Project has two parts: Issue Investigation and Digital Storytelling.

Part I: Issue Investigation (150 points): Due Sunday, April 5th

Each student will choose one topic (topics due by Jan 26th) discussed this semester and answer a variety of questions. This is a formal assignment – avoid personal pronouns, use correct APA formatting.

2 Check-in posts (2x25 = 50 points) – Due Feb 23rd & March 13th

To assure students are working towards this assignment, each student is to submit two check-in updates of their work. Grade based on actual check-in completion and work percentage completed.

- Feb 23rd – at least 20% of paper should be completed
- March 13th – at least 45% of paper should be completed

Follow prompt on D2L for direction

Part II: Digital Storytelling (75 points): Due Sunday, April 19th

Each student will create digital story that conveys the topic along with raising awareness and providing a call to action. The script (and subsequent video) you create should clearly demonstrate the knowledge you gained on this issue. **Submit your script and video link as a word document to the corresponding discussion board for peers to view.**

Be sure to view and respond one peer's digital story

GROUP – BASED ACTIVITIES (2 STUDENTS PER GROUP)

5. Chapter Topic Presentation (100 points)

You are the community organizer working with a specific population group and have been asked to do a FIFTY- minute social justice workshop about the health and social justice issues present in this specific group.

**Group work is due on Monday @8am of your presentation week*

- a. Topics Presentation – 30 minutes
- b. Topics Discussion: 20 minutes

There are a few groups that will need to collaborate on their topic discussions. Once groups and chapters are approved, will contact those teams.

**See D2L for complete assignment Directions*

6. Advocacy: Social Media Campaign (75 points) – Due May 3rd

Teams will design a social media campaign video designed to encourage/ support social justice related action. The campaign can focus on either raising awareness of an injustice or encourage individuals to take action.

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- These videos will be “published” in an appropriate fashion (HHPH Youtube) and shared on the corresponding discussion board for viewing by the class.
- Students are to view and respond to campaigns of two DIFFERENT groups by the due date.

**See D2L for complete assignment Directions*

7. Group Evaluations (30 points) – Due May 3rd

- Students will evaluate themselves **and** their group members once during the semester. *Evaluations are anonymous.*

GRADING

Please see a listing and description of all assignment grading criteria within the Course Grading Rubric folder.

Grading Criteria:

Discussion Boards (10 x 25)	250 Points
Reflection Essays (3 x 40 points)	120 Points
Film Review	150 points
Social Justice Final Paper	275 points
Chapter Topic Presentation	100 points
Social Media Campaign	75 points
Group Evaluation	30 points
Total Possible Points	1000 points

Grading Scale:

900– 1000 points = A 800-899 = B 700-799 = C 600-699 = D 0-599 = F

TECHNOLOGY REQUIREMENTS

Browser support

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

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Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

Desktop Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft® Edge	Latest	N/A
Microsoft® Internet Explorer®	N/A	11
Mozilla® Firefox®	Latest, ESR	N/A
Google® Chrome™	Latest	N/A
Apple® Safari®	Latest	N/A

Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest
Apple	iOS®	Safari, Chrome	The current major version of iOS (the latest minor or point release of that major version) and the previous major version of iOS (the latest minor or point release of that major version). For example, as of June 7, 2017, D2L supports iOS

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Device	Operating System	Browser	Supported Browser Version(s)
			10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version. Chrome: Latest version for the iOS browser.
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
 - 512 MB of RAM, 1 GB or more preferred
 - Broadband connection required courses are heavily video intensive
 - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- You must have a:
 - Sound card, which is usually integrated into your desktop or laptop computer
 - Speakers or headphones.
 - *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: [JAVA web site](http://www.java.com/en/download/manual.jsp)
<http://www.java.com/en/download/manual.jsp>
- Current anti-virus software must be installed and kept up to date.

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.

JavaScript is enabled.

Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
 - [Adobe Reader](https://get.adobe.com/reader/) <https://get.adobe.com/reader/>
 - [Adobe Flash Player](https://get.adobe.com/flashplayer/) (version 17 or later) <https://get.adobe.com/flashplayer/>
 - [Adobe Shockwave Player](https://get.adobe.com/shockwave/) <https://get.adobe.com/shockwave/>
 - [Apple Quick Time](http://www.apple.com/quicktime/download/) <http://www.apple.com/quicktime/download/>

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- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

Brightspace Support

Need Help?

Student Support

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the **Live Chat** or click on the words “[click here](#)” to submit an issue via email.



System Maintenance

Please note that on the 4th Sunday of each month there will be System Maintenance which means the system will not be available 12 pm-6 am CST.

Interaction with Instructor Statement

Interaction with Instructor Statement:

E-mail strategy: You are welcome to email your questions or concerns to me. There

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are, however, some caveats associated with email that you must remember:

1. Do not expect an immediate response to your questions. A reasonable response time to emailed questions is 24 - 48 hours.
2. Questions emailed on weekends may not receive a response until the work week begins.
3. As the instructor, I reserve the right to answer emailed questions regarding assignments, tests, discussion boards, etc., in a direct email or to everyone for the benefit of all students.
4. Please be courteous and professional in all of your interactions with me and fellow students.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

How is the Course Organized?

- The course is organized by weekly modules. Each module will be formatted similarly including chapter learning objectives, lecture and debate discussion boards

What Should Students Do First?

Students should begin by:

- Thoroughly reviewing the syllabus
- Obtain materials (textbooks)
- Familiarizing oneself with the course layout
- Take the syllabus quiz
- Introduce yourself in the Module 1 introduction discussion

How Should Students Proceed Each Week for Class Activities?

- The student will access and follow all course instructions found in the weekly module content areas. The weekly module content area of our course is found on the left navigation bar.
- The student will read chapters and read/listen to all online lectures provided provided.
- The student will complete all assignments: respond to online course discussion questions and exams.

Attendance, Late or Missing Course and Extra Credit

1. Attendance in class is **required**. If you are unable to attend a class (actively logged in and participating in the online class), please notify me through email.

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2. It will be very difficult for you to do well in this class if you miss submitting coursework. Please be aware that class participation goes beyond simply logging into this class. Just because you are logged in to the class, does not mean you are participating. It means active involvement in class discussions, assignments, and active participation in group activities.
3. Make-up of coursework will only be given in very rare circumstances: serious illness with a note from your physician, a death in your family or if you have an officially excused absence while representing the university. If any of these situations occur you **MUST** email me prior to the module end date.

An “excused absence” is defined as a documented university approved activity. The instructor reserves the right to change the content or format of all make-up work. The student is responsible for making up missed work. If the absence is one of the reasons listed below, you will be able to make up the work. To reserve this right, you **MUST** provide written documentation on the day of your return to class (a copy that I can keep). Please notify me ahead of time if you know you will be absent.

- i. Participation in an activity appearing on the University’s authorized activity list.
 - ii. Death or major illness in a student’s immediate family.
 - iii. Illness of a dependent family member
 - iv. Participation in legal proceedings or administrative procedures that require a student’s presence.
 - v. Religious Holy Day
 - vi. Illness that is too severe or contagious for the student to attend class (to be determined by Health Center or off campus physician).
 - vii. Required participation in military duty
4. Make-ups will only be given if I have been notified prior to the end of the course module in order to verify your reason for missing coursework. All missed coursework not meeting the criteria for a make-up will be given a grade of 0.
 5. Extra credit is **NOT** available.
 6. Any student missing an exam or assignment without prior arrangement will receive a score of zero.
 7. You **MUST** be familiar with D2L; familiarize yourself with the online portion of the class.

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8. You **MUST** check your e-mail regularly in case I need to communicate with you. I will not e-mail you junk, and I request that you do the same for me.

9. **NO PROFANITY.** No inappropriate or offensive language or gestures. No inappropriate or offensive clothing. This will not be tolerated and you will be asked to leave and it will be considered an unexcused absence for the day.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [Netiquette](#)

<http://www.albion.com/netiquette/corerules.html>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

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<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

ADA Statement

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library- Room 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

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For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

TENTATIVE CALENDAR OF CLASSES AND ASSIGNMENTS

Schedule is tentative and may change at the instructors discretion

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