

What is Global Health Studies?

Course Information

Meeting Times

August 11th- September 4th

Tuesdays, Wednesdays, Thursdays, and Fridays 2:30PM-3:50PM CST

Location TBD

Contacting Professor Reyes

Instructor: Beatriz O. Reyes, MPH, DrPH

Pronouns: She/Her, (Professor Reyes)

Email: beatriz.reyes@northwestern.edu

Office: 1800 Sherman Ave, 1st floor Suite 1-200, Room 1-204, Evanston, IL

Off Hrs.: Mondays, sign up on Calendly

If these times/days do not work for you please email me possible times and days that work for you.

Availability: I check my emails Monday through Friday 10am-5pm Central Time.

Contacting The TA

Teaching Assistant: Katelyn Gau

Pronouns:

Email:

Office:

Off Hrs.:

Availability:

What is Global Health Studies?	1
Course Information	1
<i>Meeting Times</i>	<i>1</i>
<i>Contacting Professor Reyes</i>	<i>1</i>
<i>Contacting The TA.....</i>	<i>1</i>
Land Acknowledgement	3
What Will You Learn in This Course?	4
<i>Who Should Take What Is Global Health Studies?.....</i>	<i>4</i>
<i>Course Description.....</i>	<i>4</i>
<i>Course Objectives</i>	<i>4</i>
What Materials Do You Need for This Course?	4
<i>Canvas.....</i>	<i>4</i>
<i>About Readings for This Course</i>	<i>4</i>
<i>Essential Critical Thinking Skills.....</i>	<i>5</i>
Prof Reyes' Standard Course Policies	7
<i>No Phones, Laptops, Tablets, or Other Electronics Use During Class</i>	<i>7</i>
<i>Large Language Models/Generative AI.....</i>	<i>7</i>
<i>Attendance</i>	<i>7</i>
<i>Where to Start if You Have to Miss Class During Bridge</i>	<i>8</i>
<i>Late Assignments</i>	<i>8</i>
<i>Community Guidelines.....</i>	<i>9</i>
Assignments (295 points)	9
Letter Grade	10
What Are Northwestern's Standard Policies?.....	11
Course Schedule	12
WEEK 1: Scholarly Toolbox	12
WEEK 2: Research Methods	12
WEEK 3: Theoretical Foundations.....	12
WEEK 4: Systems & Structures.....	13

Policies presented in this course syllabus apply specifically to Professor Reyes' course, please learn each Bridge courses' expectations and policies. Note that the specifics of this course syllabus are subject to change in the case of unforeseen circumstances. Instructors will notify students of any changes as soon as possible. Students will be responsible for abiding by the changes.

Land Acknowledgement

At Northwestern University, we respectfully acknowledge that we occupy the ancestral homelands of the Potawatomi people (Bodéwadmi/Neshnabek), who have been stewards of this land for centuries until they were forcibly removed through policies of settler colonialism. We honor the enduring relationships between this land and the Indigenous nations who have longstanding connections here, including the Myaamia, Ojibwe, Odawa, Peoria, Kaskaskia, Mascouten, Kickapoo, Ho-Chunk, Menominee, Meskwaki, and Wea peoples.

This region has long been a place of trade, travel, gathering, healing, and cultural exchange for these Indigenous communities, and it remains sacred to them today. Chicago—known as Zhegagoynak in Potawatomi—continues to be home to a thriving and diverse Indigenous population and is one of the largest urban Native communities in the United States. Indigenous peoples continue to honor this land and its waterways, practice traditions, and celebrate their heritage.

We acknowledge the historical injustices and forced removal policies enacted by the U.S. government, including the 1830 Indian Removal Act and the 1833 Treaty of Chicago, which led to the displacement of the Potawatomi and other Native Nations from their territories. We also recognize the complex and painful history connected to our institution's founding. John Evans, Northwestern University's founder, served as the Territorial Governor of Colorado from 1862 to 1865. During his tenure, his policies and actions led to the Sand Creek Massacre on November 29, 1864, when U.S. troops attacked a peaceful Cheyenne and Arapaho village, resulting in the deaths of over 150 Native Americans, predominantly women, children, and elders.

We take responsibility for and acknowledge the privilege and benefits built through settler colonialism and the structural inequalities in wealth and power that continue today. Northwestern University is committed to fostering understanding, respect, and active engagement with Indigenous communities. We commit to supporting efforts to redress historical imbalances and to building a future that includes and values the knowledge and perspectives of Native peoples connected to this land.

What Will You Learn in This Course?

Who Should Take What Is Global Health Studies?

You should take this course if you are curious about how human health is shaped by our social, political, economic, and environmental norms and policies. We will examine how to critically engage with scholarship from different fields of study. You will learn how to read, study, discuss, and present your understanding or questions in a college course.

Course Description

This course provides students interested in studying global health the opportunity to acquire knowledge and skills essential to success in the GHS Program. Students often seek out GHS courses to comprehend why health inequities persist both locally and globally. While our courses vary across fields of study and topics, essential to our courses are the ability to: critically engage with readings including academic articles, analyze and evaluate materials across various fields of study, actively participate in and facilitate class discussions, and consistently write to cultivate your own voice. Students will learn to engage with the materials, their peers, and professor with the expectation of not simply restating what they learn but having a critical perspective on the social determinants of health locally and globally.

Course Objectives

As a result of taking this course, you will be able to:

1. Examine the systems, structures, organizations, and individuals positioned locally and globally to address persistent health inequities.
2. Employ theories of health, power, and ethics, to analyze how the social determinants of health shape well-being on a global scale.
3. Reflect on various research methods and evidence that shape our understanding of health, care, and the desire to help.

What Materials Do You Need for This Course?

Canvas

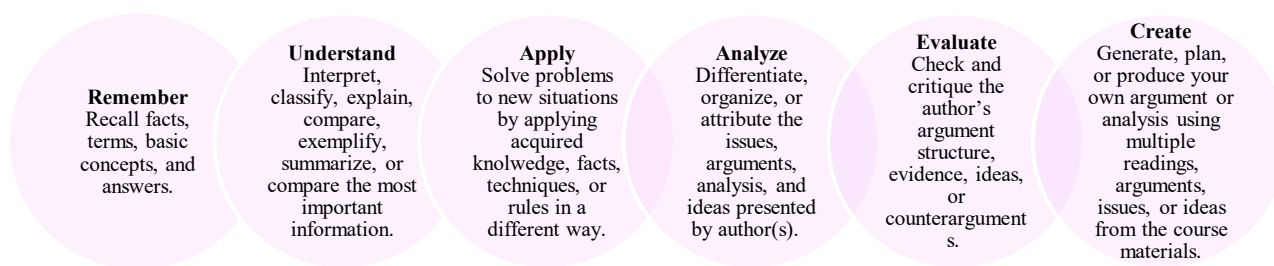
Everything else for this course will be on Canvas Modules consisting of Pages (The topic title for the week is a link to course materials for each week).

About Readings for This Course

You are expected to make every attempt to complete all the assigned readings and materials before each class session. Being prepared includes arriving to class on time with written/printed notes, only those with AccessibleNU accommodations can use laptops or tablets.

Essential Critical Thinking Skills

When completing the course materials focus on these skills and include them in your notes. Simply reading the text once to get the main ideas will leave you within the "understand" level when you should be confidently proficient in analyzing and evaluating materials and working towards creating as detailed below.



Simply skimming or reading the materials once to get the main ideas will limit you to the remember/understand levels when you should be confidently proficient in analyzing and evaluating materials and working towards creating as detailed below. When preparing for class discussions focus on these skills when creating your notes. These are definitions and examples of verbs pulled from Bloom's Taxonomy.

- *Remember*
Recalling facts, terms, basic concepts, and answers: Verbs: Define, duplicate, list, omit, show, tell, or answer how, what, when, where, why, which, or who.
- *Understand*
Grasp the meaning of materials. Verbs: Interpret, classify, explain, compare, exemplifying, infer, interpret, summarizing, or compare.
- *Apply*
Solve problems to new situations by applying acquired knowledge, facts,

techniques and rules in a different way. Verbs: Construct, make use of, model, utilize or solve.

- *Analyze*
Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations. Verbs: Conclusion, contrast, discover, dissect, examine, test for, theme, or distinguish.
- *Evaluate*
Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria. Verbs: Assess, choose, criticize, decide, deduct, defend, disprove, justify, measure, prove, rate, rule on, or support.
- *Create*
Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions. Verbs: Adapt, build, change, compile, design, elaborate, formulate, imagine, improve, invent, maximize, minimize, modify, predict, suppose, test, or theory.

Learning & Unlearning. You'll likely feel frustrated, confused, and sometimes really disappointed when learning and unlearning in this course, this is essential to building on your skills and knowledge. You will *unlearn* a lot and possibly more than you will learn. Please feel free to discuss this in class every week, education is more than consuming or extracting knowledge, often it's realizing our errors and ignorance.

- This does not mean you have to understand everything before class. Your goal is to practice these skills when studying the materials before class so we can discuss these new or challenging concepts in class. The purpose of a seminar is to examine ideas and ask questions, not to memorize and restate all the information presented.

Repetition. Lastly, repetition is core to learning to this course. Repetition is intentional to ensure you are thinking through these new ideas more than once and from different perspectives.

- Close reading is an especially important skill in college since you will be introduced to new, perplexing, and tough issues. I attempt to create complexity in selecting these readings so please take every opportunity to struggle through the assigned material.

Always log into your NU Library account; some articles are behind a paywall, so you will use your credentials to access them via the links I provide on Canvas.

- If ever a link is missing or not working, please search the library website, then please email Prof Reyes to ensure I provide a correct link/doc for everyone.

Prof Reyes' Standard Course Policies

No Phones, Laptops, Tablets, or Other Electronics Use During Class

The use of cell phones, laptops/tablets, and other electronics are strictly prohibited except in the case of accommodations provided by AccessibleNU.

You are encouraged to bring hard copies, handwritten, or printed materials for class discussions in lieu of having screentime in class. My goal with limiting electronics in the classroom is to encourage you to learn how to take notes not simply transcribe information, cultivate your concentration and interpersonal skills when studying academic materials. Further the temptation to multitask during class is difficult so my aim is to cultivate a distraction free environment.

Harassing or challenging students with AccessibleNU accommodations about their accommodations (inside or outside the classroom) will be seen as disruptive to the class learning environment and reported to both your advisor and the Dean of Students.

Large Language Models/Generative AI

You are prohibited from using Large Language Models (LLMs)/Generative Artificial Intelligence (GAI) to produce any materials or content related to this course. Any use of LLM/GAI will be viewed as a potential academic integrity violation and reported to Ricardo Court.

Attendance

Attendance in class is required per University policy taken directly from the Undergraduate [Catalog](#):

"Students are expected to attend all sessions of the courses for which they are registered. Excessive absence is cause for failure in the course."

You are permitted 1 *excused* absence for this specific course. Please do not come to class sick. If you are ill don't feel pressure to power through an illness nor should you put me and your peers at risk for illness. You are expected to attend the first and last class sessions. The last class for this course will be Friday, September 4th per the University [calendar](#).

- Missing 2 sessions (this total includes an excused absence) indicates you are struggling or you are not engaged. In these situations, I will notify your advisor to discuss with you your best options.

Where to Start if You Have to Miss Class During Bridge

- **Privacy Protection:** No explicit details are required for absences, as your privacy is protected under HIPAA. You can seek the NU documentation for medical reasons, but it is not required.

Email me with the following:

- *Subject:* Bridge Global Health: Unable to Attend Class
- *Message:* "Dear Professor Reyes,
I am unable to attend class due to [general reason such as health issue/emergency, family responsibility/emergency, mental health day, athletic responsibilities, preschedule appointment, religious observation, or work-related commitment]. I will return to class on (date).
[If you are missing more than 1 class you should include days and time we can meet and discuss any challenges you are facing and reach out to your advisor for guidance.]
Thank you for your understanding, Your Name."
- **Support:** If you need guidance or assistance on getting support or know in advance you may be missing classes due to a structural or ongoing issue, I recommend you reach out to me as soon as you can.
 - If you'd prefer to meet with Professor Reyes email her, include your availability, avoiding class meeting times (Professor Reyes or others).
- **Make-Up Work:** There are no make-up assignments or recorded materials provided for missed sessions. Attendance is critical as it provides opportunities to learn collaboratively from your peers and me. I assume if you are absent, it is for a good reason that likely won't allow for additional assignments in your schedule.
 - This may be an option if I agree to it as a short-term solution, but this will require a discussion with your advisor.

Late Assignments

Deadlines provide clear goals for completing assignments and maintain a timeline for grading them promptly. This structure seeks fairness and minimizing the risk of assignments piling up for you or the TA. Please be considerate of the TA's time when requesting extensions.

- Never email your assignment, only materials on Canvas will be graded. You can email Prof Reyes or the TA if you are having issues uploading materials, as soon as possible.
- Failure to submit in class, the Canvas assignments, or request an assignment extension results in a zero for the missing assignment and Professor Reyes will email you to ensure you get additional support and guidance.

Community Guidelines

During our first session, we will create community guidelines as a group. These guidelines provide a framework for how we will respectfully engage with each other during discussions and revisit them as needed. Core components of the guidelines will be to an agreed upon approach for showing respect and engagement during this course on topics such as oppression, privilege, power, and violence. The guidelines you all agree upon will be posted on Canvas after the first class.

Assignments (295 points)

Assignment	Total Points	Percent of Final Grade
In Class Writing Assignments	30	10%
Weekly Participation	65	22%
Meeting with Professor Reyes, the TA, or NU Librarian	50	17%
Annotated Bibliography	100	34%
Final Presentation	50	17%
Total	295	100%

1. In Class Writing Assignments (5 pts each, 30-points total*)

Completed in Class Twice Weekly.

Weeks 1-2 (20 points possible)

Weeks 3-4 (15 points possible)

No extensions or makeup assignments provided as this is a time sensitive assignment.

During the first part of class, you will be provided 10 minutes and a sheet of paper with prompts to respond to with a pencil/pen. Prof Reyes will use this to gauge your understanding of the weekly materials. Laptops, phones, and tablets are not allowed for this assignment unless you have specific AccessibleNU accommodations.

*Either your lowest score or an excused absence will be dropped at the end of the quarter.

- 5 pts: Completed the assignment
- 0 pts: Did not follow instructions, absent, late to class, or missing assignment.

2. Weekly Participation (5 pts each 65-points total*)

Weekly Participation Weeks 1-2 (40 points possible)

Weekly Participation Weeks 3-4 (30 points possible)

*Prof Reyes will drop either your lowest score OR 1 excused absence at the end of the quarter, but not both.

Completed in Class Weekly

There are no make-up assignments including for excused absences. Meet with Professor Reyes, for guidance on how to prepare and improve, during office hours. See Canvas for full details.

3. **Meeting with Professor Reyes, the TA, or Northwestern Librarian once during the term (50 points possible)**

(25 points for each meeting)

Due by September 2nd before class.

You are expected to meet with Professor Reyes, the TA, or a Northwestern Librarian in separate meetings. These meetings should be used to ask questions about the materials, your progress, assignments, and strategies for finding materials for your annotated bibliography. The TA and I can also discuss campus life, academic pathways, your dreams for the future, and general questions. See Canvas for full details.

4. **Annotated Bibliography (100 points)**

Due Friday, August 21st 5pm

Closes Saturday August 22nd 5pm

You will each select a global health issue, topic, system, or structure you're interested in learning more about. Using what you learn in class you'll learn how to evaluate and discuss peer-reviewed articles. See Canvas for full details.

5. **Final Presentation (50 points)**

Uploaded on Canvas September 1st 5pm

Closes September 2nd 5pm

Present in class September 3rd or 4th.

No extensions or make up provided as this is a time sensitive assignment.

You will each present on your topic using your annotated bibliography and answer questions from Professor Reyes and your peers. See Canvas for full details.

Letter Grade

Final course grades will be awarded on a letter scale (A-F), calculated according to the percentage weights listed below, as follows:

*A = 100-92.75 A- = 92.74-89.75

B+ = 89.74-86.75 B = 86.74-83.75 B- = 83.74-79.75

C+ = 79.74-76.75 C = 76.74-73.75 C- = 73.74-69.75

D = 69.74-59.75

F = 59.74<

*Grade Rounding: Grades will only be rounded up to the next highest letter grade if the percentage exceeds 0.75%. For instance, a score of 93.74 results in an A-, while 93.75 or above is rounded to an A. This policy applies uniformly to all students with no exceptions.

- All grades for this course are final, except in instances where the TA or Professor Reyes makes an error in calculations or inputting scores.

What Are Northwestern's Standard Policies?

Please see full listing [here with associated links](#). You are expected to be familiar with these policies and follow each as outlined by the University.

Course Schedule

WEEK 1: Scholarly Toolbox

Session 1 Tuesday, August 11th | Welcome! + Introductions

Session 2 Wednesday, August 12th | Reading a Journal Article

Session 3 Wednesday, August 13th | Types of Public Health Research

Session 4 Friday, August 14th | Epistemology

WEEK 2: Research Methods

Session 5 Tuesday, August 18th | Research Paradigms

Session 6 Wednesday, August 19th | Qualitative Research Methods

Session 7 Thursday, August 20th | Quantitative Research Methods

Session 8 Friday, August 21st | Community-based Participatory Research

Annotated Bibliography Due 5pm. Closes Saturday, August 22nd 5pm

WEEK 3: Theoretical Foundations

Session 9 Tuesday, August 25th | Biosocial Approach

Session 10 Wednesday, August 26th | Social Determinants of Health & Status Syndrome

Session 11 Thursday, August 27th | Health and Human Rights

Session 12 Friday, August 28th | Decolonization

WEEK 4: Systems & Structures

Session 13 Tuesday, September 1st | Indian Health Services

Session 14 Wednesday, September 2nd | Private Equity and Healthcare

Session 15 Thursday, September 3rd | Final Presentations

Session 16 Friday, September 4th | Final Presentations