

## General Education Course Information Sheet

*Please submit this sheet for each proposed course*

Department & Course Number	GE Cluster 26ABCW
Course Title	Poverty and Health in Latin America
Indicate if Seminar and/or Writing II course	GE Cluster with WII Credit and Spring Seminar

1 Check the recommended GE foundation area(s) and subgroups(s) for this course

### Foundations of the Arts and Humanities

- Literary and Cultural Analysis \_\_\_\_\_
- Philosophic and Linguistic Analysis \_\_\_\_\_
- Visual and Performance Arts Analysis and Practice \_\_\_\_\_

### Foundations of Society and Culture

- Historical Analysis  $\sqrt{(3)}$
- Social Analysis  $\sqrt{(1)}$

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### Foundations of Scientific Inquiry

- Physical Science  $\sqrt{(1)}$   
*With Laboratory or Demonstration Component must be 5 units (or more)* \_\_\_\_\_
- Life Science  $\sqrt{(1)}$   
*With Laboratory or Demonstration Component must be 5 units (or more)* \_\_\_\_\_

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2. Briefly describe the rationale for assignment to foundation area(s) and subgroup(s) chosen.

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Our request for GE credit in the Foundations of Society and Culture is based on the fact that the course will be introducing freshmen to the ways in which Latin American geography, history, civil society, and politics (regional, national, and local) inform the interrelated issues of poverty and health in this area of the world. Specifically, students in this cluster will be familiarized with many of the tools and methodologies that are central to the social sciences, e.g., the gathering of economic, demographic, and health related data; the ways in which historians and social scientists evaluate this material; and finally how this information has been disseminated and used by governments, agencies, health care professionals, and the public-at-large to address the questions and problems that are at the heart of the cluster. It is our hope that by the end of the first year, our students will leave our course with a stronger understanding of “how humans organize, structure, rationalize and govern their societies and cultures over time.”

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Our request for GE credit in the Life Sciences (without lab) sub-category of the Foundations of Scientific Inquiry is based on the fact that we will be exposing freshmen to the methodologies, techniques, and literature of medicine, public health, and psychology as they relate to the issues of poverty and health in Latin America. Specifically, students will be working with scientific, evidence-based research practices and methods that are used to address the ways in which climate change, natural disasters, water, sanitation, and non-infectious diseases affect the health of impoverished communities throughout the Latin American continent. By the end of the year, we hope that our students will have attained a degree of scientific literacy that will enable them to actually begin to develop solutions to these important problems.

3. "List faculty member(s) who will serve as instructor (give academic rank):

Stephen Commins- Lecturer, Urban Planning  
Javier Iribarren- Assistant Director, Chicano Studies Research Center  
Michael Rodriguez- Professor, Family Medicine  
Bonnie Taub- Interim Chair, Latin American Studies; Adjunct Assistant Professor, Public Health

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6. Please present concise arguments for the GE principles applicable to this course.

√ General Knowledge	The students will acquire a wide range of knowledge about the social and scientific determinants of poverty and health in Latin America and among Latin American immigrant populations.
√ Integrative Learning	This course will introduce students to the ways in which social scientists, psychologists, and physicians address the problem of poverty and health in Latin America.
√ Ethical Implications	The topic of social justice and human rights will be addressed during this course with a specific focus on the policies that create existing inequities of health care in Latin America. Additionally, students will be required to recommend ethical policy solutions to these health disparities.
√ Cultural Diversity	Latin America is a very diverse region with a plethora of social groups, cultures, and ethnicities. Latin American populations in the United States are equally diverse.
√ Critical Thinking	Students will be expected to exercise their critical thinking skills through a series of writing and blogging assignments that will require them to evaluate programs and policies that impact health and poverty. They will also address these issues in some depth in their discussion sections.
√ Rhetorical Effectiveness	Student's rhetorical effectiveness will be graded through their blog postings and their written assignments. It will be noted as to whether they make a clear and logical argument and persuade the reader to understand the point they are arguing.
√ Problem-solving	Students will be asked to identify the barriers to the success of programs and policies that address health inequities, as well as suggest approaches that might address these obstacles.
√ Library & Information Literacy	We will work with the UCLA librarians to insure that our students can access and critically assess the information they will need to complete their blogs and writing assignments.

<b>(A) STUDENT CONTACT PER WEEK (if not applicable write N/A)</b>
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1. Lecture:	<u>3</u>	(hours)
2. Discussion Section:	<u>2</u>	(hours)
3. Labs:	<u>N/A</u>	(hours)
4. Experiential (service learning, internships, other):	<u>N/A</u>	(hours)

5. Field Trips: Film viewings, cultural performances, etc 0.5 avg (hours)

**(A) TOTAL Student Contact Per Week** 5.5 avg **(HOURS)**

**(B) OUT-OF-CLASS HOURS PER WEEK (if not applicable write N/A)**

- 1. General Review & Preparation: 2 (hours)
- 2. Reading 5 (hours)
- 3. Group Projects: N/A (hours)
- 4. Preparation for Quizzes & Exams: 1 avg (hours)
- 5. Information Literacy Exercises: N/A (hours)
- 6. Written Assignments: 3 (hours)
- 7. Research Activity: 2 (hours)

**(B) TOTAL Out-of-class time per week** 13 avg **(HOURS)**

**GRAND TOTAL (A) + (B) must equal at least 15 hours/week** 18.5 **(HOURS)**

## PROPOSED WRITING II COURSE INFORMATION SHEET

Please submit this information sheet along with the course syllabus and course request form through the Course Inventory Management System (CIMS).

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1. Title of course proposed to fulfill the Writing II requirement: Poverty and Health in Latin America
2. What faculty member(s) will serve as instructor(s): Stephen Commins; Javier Iribarren; Michael Rodriguez; Bonnie Taub
3. a). Is this course currently being taught? Yes \_\_\_\_\_ No X  
If yes: Number of units: \_\_\_\_\_  
Quarter(s) offered: \_\_\_\_\_  
b). What is the current enrollment? N/A  
c). What is the projected enrollment for your proposed course? 160  
d). Does the course currently use TAs: Yes \_\_\_\_\_ No X (new course)  
If yes: Number of TAs: \_\_\_\_\_  
e). How many TAs will your department support for your proposed course (each TA will handle one writing section of twenty students)? 6  
f). How many additional TA's will you request from the College for your proposed course (each TA will handle one writing section of twenty students and should not exceed the number of TAs supported by the department)? 0  
g). Do you intend to discontinue the existing version of this course (without the writing component)? Yes \_\_\_\_\_ No X (new course)
4. When would you anticipate teaching this course over the next two years:  
2012-2013: Fall X Winter X Spring X  
2013-2014: Fall X Winter X Spring X  
Unsure: \_\_\_\_\_
5. Do you intend to offer this proposed course on an on-going basis? Yes X No \_\_\_\_\_  
If yes: How many times per academic year: GE cluster course

Please contact Myrna Dee F. Castillo (Tel: x4-5040; E-mail: [mcastillo@college.ucla.edu](mailto:mcastillo@college.ucla.edu)) for further information about this form and the approval process.

**General Education Cluster Course Proposal**  
**Poverty and Health in Latin America**  
**May 30, 2012**

**I. Course Synopsis**

**Lead Instructor**

Michael Rodriguez, Professor, Family Medicine

**Course Description Abstract**

This course is the first in the UCLA cluster series on Poverty and Health in Latin America. The course provides an introduction to the social determinants of health; focuses on the cultural, historical, socioeconomic, public health, medical, political, and artistic context of poverty in modern Latin America; and looks at the different local, national, and regional responses to health inequities. The lectures, readings, images, sounds and other material will explore the major trends and debates that have shaped and continue to define issues related to poverty and health in the region. The course is interdisciplinary in its approach.

**Class Format**

Lectures (Instructors and Guest Instructors) - twice per week

Discussion sections- once per week

Film Viewing- once per quarter

**Assignments and Evaluation**

Evaluation of student performance per quarter (fall & winter) is based on:

**1. Class Participation (20%)**

This includes attendance, active participation in class discussions, and blogging.

**2. Midterm (20%)**

This will cover the first half of the course.

**3. Writing Assignments (40%)**

Students will be responsible for two written assignments during fall and winter; each worth 15% of the final grade. During fall and winter students will also be required weekly to generate reading responses and take brief quizzes regarding the assigned weekly readings and case study worth 10% of the final grade.

**4. Final Exam (20%)**

This will cover entire course content.

## **II. Teaching Team**

The faculty teaching team includes:

Stephen Commins, Lecturer, Urban Planning  
Patricia Greenfield, Professor, Developmental Psychology  
Javier Iribarren, Assistant Director, Chicano Studies Research Center  
Michael Rodriguez, Professor, Family Medicine  
Bonnie Taub, Interim Chair, Latin American Studies; Public Health-Medical Anthropology

This course has grown with the help and guidance of many faculty and researchers campus-wide who have expertise in the area of health and/or Latin America. Faculty who have contributed to the course and may participate as guest instructors include:

Onyebuchi Arah, Public Health (Epidemiology)  
Judy Baca, Art  
Carole Browner, Medical Anthropology  
Xavier Cagigas, Psychology and Biobehavioral Science  
Robin Derby, History  
Jose Escarce, Medicine  
Andrew Fuligni, Developmental Psychology  
Reza Jarrahy, Medicine (Plastic & Reconstructive Surgery)  
M. Gregory Kendrick, History  
Carl Maida, Public Health-Medical Anthropology  
Karin Nielsen, Medicine (Peds-Infectious Disease)  
Marjorie Orellana, Education  
Angie Otiniano, Public Health  
Francisco Ramos Gomez, Dentistry  
Adam Richards, Medicine (Neurology)  
Deanna Rivera, Law  
Kevin Terraciano, History  
Arturo Vargas-Bustamante, Public Health  
Steven Wallace, Public Health

The core faculty team will be joined by graduate student instructors who will offer discussion sections in the fall and winter quarters and teach satellite seminars related to the cluster topic in the spring quarter. Graduate students from Public Health, Latin American Studies, Chicano Studies and other relevant areas will be recruited as possible graduate student instructors.

## **III. Course Description**

### *Subject and Rationale*

Health disparities is a critical problem affecting societies worldwide with effects at the individual, community, and national levels. These inequities are the product of poverty, politics, historic inequities, and other social factors that play a role in health determinants and access to

quality health care. Latin America is a comparatively understudied region for undergraduates with respect to these social determinants of health.

The *Poverty and Health in Latin America* cluster is focused on helping freshmen develop a basic understanding of how the conditions in which people are born, grow, live, work, and age influence their health and their access to health care. This course focuses on health inequities both between and within Latin American countries and communities, and it explores, in a multi-disciplinary fashion, the *social determinants of health*— including gender, race, ethnicity, socioeconomic status, poverty, religion, governance, politics, foreign policies. Over the course of the academic year, students in this class will be introduced to a conceptual framework for understanding the interrelationships between social determinants of health in Latin America. Students will also be introduced to the science of health including epidemiology, environmental health, nutrition, data collection, and evaluation methods. Introductory medical public health articles as well as articles from other fields will be used to expose students to current methods of conducting scientific research including discussion of basic methodology, uncertainty and related implications of scientific work.

Weekly case studies will be used to help students better understand how communities respond to specific health problems. Through these cases, students will learn how programs are evaluated and how policies impact health.

#### **IV. Course Aims and Objectives**

At the end of the course, the student will be able to:

A) Understand the overall history and social determinants of Latin American poverty and health. Specifically, by the end of the cluster year, students will:

- Understand the core concepts of health-what it is, how we measure it and what influences it.
- Have a basic understanding of Latin America including its diverse history, geography, cultures, governments and other factors contributing to health.
- Be familiar with conceptual frameworks that address how social determinants influence the health of populations in Latin America.
- Understand health equity as a matter of social justice and basic human rights.

B) Understand problems and responses related to Latin American poverty and health. Specifically, cluster students will:

- Identify international organizations whose missions include addressing global health.
- Learn how societal structures, policies, and the environment are strategic elements that affect the design and implementation of public policies that promote health.
- Understand the importance of working with local communities and other stakeholders in designing and implementing solutions to poverty and health care.
- Describe programs and policies that integrate the social determinants of health concepts into efforts aimed at reducing health inequities.



## **V. Course Organization and Approach**

During fall and winter quarters students will meet two times per week for lecture for a total of three hours per week and once per week for a two hour discussion. Once per quarter students will also be required to attend an out-of-class film viewing event. During spring quarter students will meet once per week for a three hour seminar. The following illustrates the organization and approach to be followed:

### ***Case Study Approach***

Throughout the course, a case-study approach will be used. In the fall and winter, weekly case-studies related to the topic being covered that week will be presented to students. These case studies will be discussed during the weekly discussion sections and will be examples of solutions or responses to problems related to the topics of poverty and health in Latin America. These case studies are intended to help enhance student understanding and familiarity with the process of problem solving. Supplemental materials used to help students understand the concepts will include videos, films, and music.

Example case study include: 1) the practice of integrating western and traditional indigenous medicine in the countries of Chile, Colombia, Ecuador, Guatemala, and Suriname; 2) the impact of maternal health investments in Peru; and 3) Studying organizations such as Native Seeds/SEARCH that uses traditional indigenous approaches to address problems that contribute to health inequities such as food security.

### ***Fall Quarter Course***

This quarter will provide an introduction to the social determinants of health in Latin America. Students will be introduced to the diversity of the region in terms of history, geography, culture and governance. Poverty and other social determinants of health will be defined and examined as they interrelate to health in Latin America. Other cross cutting factors that impact Latin American health, such as migration and urbanization, will be addressed in an integrated manner.

### ***Winter Quarter Course***

This quarter will focus on responses to health inequities and possible solutions to promote improved health outcomes. Responses to the social determinants of health will be illustrated through examples of current programs and policies. The major areas for addressing health inequity include governance; community action; social justice and human rights movements; health sector & public health programs; and global priorities.

### ***Spring Quarter Seminars***

During this quarter, students will meet weekly in small group seminars based on topics related to the theme of the course. This will allow them to study, discuss and then generate policy solutions aimed at creating more equitable health in Latin America. Faculty and course Graduate Student Instructors (GSIs) as well as other graduate student experts with health in Latin America will lead these seminars. One or more seminars may focus on a particular area of Latin America or a local Latin American community to reflect the field study sites that will eventually be offered and serve as preparation for the summer field study component. Course activities will be coordinated with other campus wide activities such as participation in “Global Health Awareness

Week". The spring seminars will be writing intensive and require their students to write a substantial paper by the end of the quarter.

### ***Summer Quarter Field Experience***

During the summer following this course, we hope that students who have completed the cluster will be eligible to participate in a field experience either in Latin America or locally within Latin American communities in Los Angeles. By collaborating with organizations, agencies, or communities affected by poverty and health disparities students will have an opportunity to connect the theory and practice of the social determinants of health in Latin American communities. They will learn and gain insight into the existing health disparities and the solutions being implemented to eliminate these inequalities. We plan to work with the UCLA Center for Community Learning during the cluster's first year and offer it as a subsection of the already existing Civic Engagement 95 course. In this manner, this summer fieldwork component would be a 2-unit, pass/no pass course. This component will take place if there are sufficient resources.

## **VI. Assignments, Examinations, and Grading**

During Fall & Winter Quarter student grades will be based on the following:

### Class Participation (20%)

This includes:

- Attendance at sessions and active participation in class discussions (10%).
- Blog (10%): Each student in the class must complete one blog post and one comment per week beginning in week two of the course. A total of 8 blog posts and comments are expected, meaning that you may not post during one week without penalty. A successful blog post MUST discuss (a) one concept from the reading (b) the relationship between that concept and that week's lecture topic (c) one link to outside material (d) one photo or video. The blog post should be between 100-200 words long. You must also post one comment on another student's blog posting in your discussion section's blog. A comment should be between 50-100 words and address the posted ideas.

### Midterm (20%)

This will cover the first half of the course.

### Writing Assignments (40%)

Students will be responsible for two written assignments. Both of these assignments will be revised work. Each of these assignments will be 15% of the final grade. In addition, students will be required weekly to generate reading responses and take brief quizzes regarding the assigned weekly readings and case study worth 10% of the final grade.

### Final Exam (20%)

This will be a cumulative exam that will cover the entire course content.

## VII. Writing Assignments

The required papers (one 3-4 page paper and one 5-6 page paper for both fall and winter and a 10-15 page research paper in the spring) will undergo a process of revision. The students will receive feedback on the first draft of their written work in the form of TA critique and peer-review.

In fall quarter, papers will be based on observation, interview, and analysis. These assignments will teach students how to read scientific literature and the health related perspectives and experiences of Latin Americans. The first paper will be a 3-4 page paper that will walk students through steps to read and assess scientific articles; the second will build on the first assignment and be a 5-6 page interview and analytic paper.

In winter quarter, papers will address policy issues regarding grass root movements and governmental agencies. These assignments will delve into the effects of poverty in relation to health and address different tiers of possible solutions. For these papers, students will be provided a list of topics and potential references. The assignment will challenge the student to: 1) conduct library and on-line relevant research on a topic; 2) formulate succinctly and accurately the pertinent data in the scholarly work uncovered in their research; and 3) develop and articulate the students' assessment of the scholarship, according to disciplinary criteria set forth in lectures and propose, at least preliminarily, their own insights and/or contribution to this scholarship.

In addition to the above writing assignments, students will be required weekly to generate reading responses and take brief quizzes regarding the assigned weekly readings and case study.

### Fall Quarter

The **first writing assignment** will help students learn how to read and understand the content of scientific articles. Students will be provided a list of articles related to poverty and health in Latin America from which they will choose one article to analyze. Students will be asked to evaluate and interpret the findings of the article they chose. The following areas will need to be covered in their summary:

- 1) Question & Hypothesis- What are the author(s) asking and why is this question important to the field at large?
- 2) Tests- How did the author(s) go about trying to answer the question? What methods did they use?
- 3) Tables & Figures- What tables & figures were included in the paper? What did these tables & figures show? Explain these tables & figures in general words.
- 4) Conclusion- What answer(s) did the author(s) come up with to their question?
- 5) Further Tests- What, if any, further questions did the author(s) offer to further the field of study?

The **second writing assignment** will allow students to build on what they have learned about reading scientific articles. Students will interview a Latin American individual and ask them about their experience as Latin Americans and their thoughts on how poverty impacts health. Students will be provided a topic guide of questions to be used for their interview, in order to ask about the following:

- 1) Demographic Information- Country of origin, ethnicity, education, marital status, age, gender, years in the United States, occupation, income, etc.
- 2) General Health and Specific- How do they rate their health? What types of problems have they had? Where do they seek care?
- 3) Beliefs and Attitudes (with regards to social determinants) - How does the interviewee understand that nonmedical factors impact health? If interviewee does not mention poverty, they will be asked to comment on it and any relationship with health. What do they attribute their health or lack thereof to? How do they think their race, ethnicity, gender, age, education may impact their health and health seeking behavior and how they are treated?

Students will then choose from a list of scientific articles dealing with social determinants of health and relate the findings of this article to their interviewee's experience with social factors that affect health.

### Winter Quarter

The **first writing assignment** will be a descriptive and analytical review of a grass roots effort. Students will be asked to identify a grass roots movement of people community level that addresses health issues. For example, the selected grassroots effort could be : non-profit work; local individual traditional healers; organizations addressing health issues (i.e. soup kitchens in Peru, Odo-ya the Brazilian sex education group); students will be provided with a list of resources to aid them with the selection of a grass roots movement. This assignment will require students to research and analyze the strength and capacity of a local movement in addressing the health inequities they have gained knowledge of through lectures. Students will describe the history and mission of this grassroots movement. They should also address the organizational techniques of the grassroots movement to analyze the strengths and weaknesses of each of these procedures. Lastly, students will discuss one procedure that could be changed or added in order to help this movement gain recognition (i.e. reports, flyers, television, etc) to better address the targeted health issue.

The **second writing assignment** will be a policy paper requiring students to research, analyze, and argue the importance of a government or agency program that works towards alleviating poverty. Students will be provided a list of such agencies, for example: World Health Organization (WHO), Pan American Health Organization (PAHO), United Nations (UN), Brazil's Bolsa Familia, or Mexico's Progreso Program. In their research the student will need to learn and explain the agency mission and identify 2-3 measures initiated by the program that target poverty alleviation. The student will be expected to provide a description of these measures, identify people it most benefits, argue their opinion about the benefit of such measures, and provide one idea that would make the measure more successful (i.e. changing

dissemination measures, adding a component, targeting a different population, etc). Lastly, the student will need to argue how alleviation of poverty at this level impacts (positively or negatively) the grass roots effort they analyzed during their first paper assignment.

### **VIII. General Education Course Credit**

Students who participate in this year-long cluster course will fulfill four of their General Education requirements. Upon completion students will have satisfied 3 Society and Culture credits (1 Historical Analysis, 2 Social Analysis) and 1 Scientific Inquiry credit (1 Life Science without lab). At the successful completion of all three quarters, students will also earn Writing II credit, with the “W” attached to the spring seminar. Students will earn 6 units of course credit per quarter and college honors credit for all three quarters, for a total of 18 units for the year.

## IX. Tentative Course Outline and Schedule of Readings

### *Fall Quarter: Experiences of Poverty & Health in Latin America*

#### Week 1: Course Overview & Introduction to Public Health Perspectives on Latin America

1.1- Course Introduction/Overview, graduate student instructors, faculty, assessment of the course, assessment of students, requirements, grading, and other expectations. **Scientific Inquiry (SI): Defining public health terminology: health, epidemiology, public health, disease, illness, epidemic, pandemic, endemic, morbidity, mortality.**

1.2- **SI: Using a public health perspective to understand health in Latin America.**

Readings:

Farmer P. (2003). On Suffering and Structural Violence: Social and Economic Rights in the Global Era. In Paul Farmer, *Pathologies of Power: Health, Human Rights, and the New War on the Poor*. University of California Press.

Millennium Development Goals

<http://www.undp.org/mdg/basics.shtml>

Pan American Health Organization. Health Agenda for the Americas 2008-2017. Washington, DC: PAHO; 2007.

Writing: Introduction to reading responses & quizzes

#### Week 2: Latin American Demography, Geography and Anthropology

2.1- Latin American demographic characteristics

**SI: Introduction to Health Indicators- common measures of morbidity and mortality; defining incidence, prevalence, risk, and surveillance.**

2.2- Latin American geography. A review of the different regions that comprise Latin America, the Caribbean and their Diaspora.

Readings:

Gonzalez, Alfonso. "Physical Landscapes and Settlement Patterns" & Karl Schwerin.

"Indigenous Populations of Latin America" in Jan Knippers Black, *Latin America: It's Problems and Its Promise: A Multidisciplinary Introduction*, 5th ed., Westview (2010)

Forrest D. Colburn. "The Poor" in *Latin America at the End of Politics*, Princeton (2002)

Peter Winn. "A View from the South" & "North of the Border" in *Americas: The Changing Face of Latin America and the Caribbean*, 3d ed, California (2006)

World Health Organization. Monitoring The Building Blocks of Health Systems: A Handbook of Indicators and Their Measurement Strategies. 2010.(selected reading)

Writing: Discussion of scientific articles

### Week 3: Latin America: History and Identity

3.1- Latin American historical milestones. An interdisciplinary overview of Latin America from pre-Columbian times to the present. Focus on social and political evolution, and literature.

**SI: Data Sources- sources of data for use in epidemiology: databases, censuses, surveys, and registries.**

3.2 – Latin American historical milestones and identity.

Readings:

Chasteen, John Charles. "Postcolonial Blues" & "Neoliberalism" in *Born in Blood & Fire: A Concise History of Latin America*, 3d ed., Norton (2011)

Waitzkin H, Iriart C, Estrada A and Lamadrid S. Social Medicine Then and Now: Lessons From Latin America. *American Journal of Public Health*. 2001 October; 91(10): 1592-1601.

Greenfield PM. Linking Social Change and Developmental Change: Shifting Pathways of Human Development. *Developmental Psychology*. 2009; 45(2): 401-418.

Irwin A and Scali E. Action on the social determinants of health: A historical perspective. *Global Public Health*. 2007 Jul; 2(3): 235-256.

Writing: Choose a scientific article to analyze for paper #1

### Week 4: Introducing Social Determinants of Health in Latin America

4.1 – How health varies systematically according to social, economic, cultural and political factors.

**SI: Overview of study design methods**

4.2 - How health is affected by dominant political discourses and social and economic policies.

Readings:

Goldberg DS. The difficulties of enhancing public understanding of the social determinants of health in the United States: A commentary on Pesce, Kpaduwa, Danis (2011). *Social Science & Medicine*. 2012,1139-42.

Briggs CL and Mantini-Briggs C. Confronting Health Disparities: Latin American Social Medicine in Venezuela. *American Journal of Public Health*. 2009 March; 99(3): 549-555.

Koh HK, Piotrowski JJ, Kumanyika S and Fielding JE. Healthy People: A 2020 Vision for the Social Determinants Approach. *Health Education & Behavior*. 2011; 38(6): 551-557.

Pan-American Health Organization. Health in the Americas. Volume I-Regional. World Health Organization, Washington, D.C., 2007 (selected reading).

Writing: Scientific Article Outline Draft Due (Monday, 10/22)

#### Week 5: Understanding Social Determinants of Health: Social and Political Contexts

5.1- Examining how the social context impacts health in Latin America

**SI: Review of Data Collection Methods in Public Health**

5.2 – Examining how the political context impacts health in Latin America

Readings:

The Lancet. Social determinants of health: the environmental dimension. *Lancet*. 2012 Feb; 379(9817): 686.

Slack J and Whiteford S. Violence and Migration on the Arizona-Sonora Border. *Human Organization*, Vol. 70, No. 1, 2011: 11-21.

Waitzkin H. One and a Half Centuries of Forgetting and Rediscovering: Virchow's Lasting Contributions to Social Medicine. *Social Medicine*. 2006 February; 1(1): 5-10.

Writing: Final Scientific Article Summary Due (Monday, 10/29)

Distribute Take-Home Midterm Exam

#### Week 6: Understanding Social Determinants of Health: Poverty and Socioeconomic Position

6.1 – How poverty impacts health in Latin America

**SI: Overview of Data Analysis methodology- Qualitative vs Quantitative**

Take-Home Midterm Exam Due (11/5)

6.2 – How other socioeconomic characteristics impact health in Latin America

Readings:

Ferri CP et al. Socioeconomic Factors and All Cause and Cause-Specific Mortality among Older People in Latin America, India, and China: A Population-Based Cohort Study. *PLoS Med*. 2012; 9(2): e1001179.

Montenegro RA, Stephens C. Indigenous health in Latin America and the Caribbean. *The Lancet* 2006. Vol 367. 1859-1869.

Writing: Distribution of prompt for paper #2; developing interview questions



## Week 7: Understanding Social Determinants of Health: Civil Society and the State

7.1- How civil society and social capital impact health in Latin America

7.2- How the State impacts health in Latin America

### Readings:

Baris E, Belmartino S and Fleury S. Reshaping Health Care in Latin America a Comparative Analysis of Health Care Reform in Argentina, Brazil and Mexico. Ottawa: International Development Research Center, 2000.

Laurell AC. What does Latin American Social Medicine do when it governs? The case of the Mexico city government. *American Journal of Public Health*. 2003; 93(12): 2028-2031.

Laurell AC. Health system reform in Mexico. A critical review. *International Journal of Health Services*. 2007; 37(3): 515-535.

Writing: Paper #2 Outline Due (Wednesday, 11/14)

## Week 8: Understanding Social Determinants of Health: Globalization, Neo-Liberalism and Privatization

8.1- How migration impacts health in Latin America

### **SI: Chronic & Infectious Disease Epidemiology**

8.2- The impact of Urbanization on Health in Latin America

### Readings:

Villalpando S, Rodrigo JR. The status of non-transmissible **chronic disease** in **Mexico** based on the National Health and Nutrition Survey 2006. Introduction. *Salud Publica Mex*. 2010;52 Suppl 1:S2-3.

Migration: A Social Determinant of the Health of Migrants. International Organization for Migration. 2009.

Krieger N, Alegría M, Almeida-Filho N, Barbosa da Silva J, Barreto ML, Beckfield J, Berkman L, Birn AE, Duncan BB, Franco S, Garcia DA, Gruskin S, James SA, **Laurell AC**, Schmidt MI, Walters KL. Who, and what, causes health inequities? Reflections on emerging debates from an exploratory Latin American/North American workshop. *J Epidemiol Community Health*. 2010 Sep;64(9):747-9. Epub 2010 Jun 27

Laurell AC. Neoliberal crisis, health policy, and political processes in Mexico. *International Journal of Health Services*. 1991; 21(3): 457-470.

Zimmerman C, Kiss L, Hossain M. Migration and Health: A Framework for the 21<sup>st</sup> Century Policy Making. PLOS Medicine. May 2011. 1-7.

Writing: Paper # 2 Draft Due (Wednesday, 11/21)

### Week 9: Describing Health Disparities in Latin America

9.1- Health & health inequalities between countries of Latin America

#### **SI: Prevention & Health Promotion Methods**

9.2- Health & health inequalities within countries of Latin America

Readings:

Confalonieri UEC et al. Public Health Vulnerability to Climate Change in Brazil. *Climate Research*. 2009; 40: 175-186.

Langellier BA, Garza JR, Glik D, et al. Immigration Disparities in Cardiovascular Disease Risk Factor Awareness. *Journal of Immigrant and Minority Health*. 2012 Jan Epub.

Laurell AC. Social analysis of collective health in Latin America. *Social Science and Medicine*. 1989; 28: 1183-1191.

Pan-American Health Organization. Health in the Americas. Volume I-Regional. World Health Organization, Washington, D.C., 2007. (selected reading).

Writing: Peer-review of papers and instructor responses

### Week 10: Global Responses to Promoting Health in Latin America

10.1- International Agencies: WHO, NGO's, PAHO, UN, UN Women, UN Habitat, UNICEF

10.2- Course wrap-up, Final Review

Readings:

Auer A, Guerrero Espinel JE. The Pan American Health Organization and international health: a history of training, conceptualization, and collective development. *Rev Panam Salud Publica*. 2011 Aug;30(2):111-21.

Meier BJ and Fox AM. Development as Health: Employing the Collective Right to Development to Achieve the Goals of the Individual Right to Health. *Human Rights Quarterly*. 2008; 30: 259-355.

World Health Organization. Rio Political Declaration on the Social Determinants of Health. 2011 Oct 21. Report.

Writing: Final Paper #2 Due (in discussion section)



## ***Winter Quarter: Responses to Health Problems in Latin America***

### Week 1: Reviewing Poverty & Health Frameworks & Responses to Health Problems in Latin America

1.1 – Review of conceptual frameworks of Health (i.e. ecological, biopsychosocial, CSDH models)

1.2- Evaluation of responses to health problems

#### **SI: Overview of evaluation methods**

Readings:

Green LW and Allegrante JP. Healthy People 1980-2020: Raising the Ante Decennially or Just the Name From Public Health to Health Promotion to Social Determinants? *Health Education & Behavior*. 2011; 38(6):558-562.

Koh HK, Piotrowski JJ, Kumanyika S and Fielding JE. Healthy People: A 2020 Vision for the Social Determinants Approach. *Health Education & Behavior*. 2011; 38(6): 551-557.

Ryan A. Bell, BS, Virginia N. Hillers, PhD, and Theo A. Thomas, BS. The Abuela Project: Safe Cheese Workshops to Reduce the Incidence of Salmonella Typhimurium From Consumption of Raw-Milk Fresh Cheese. *American Journal of Public Health*. Vol 89, No. 9, 1421-1424.

Writing: Introduce winter writing assignments; Distribute prompt for paper #1

### Week 2: Methods used to Address Health Problems in Latin America

2.1- **SI: Community Organizing around Health Problems in Latin America**

2.2- **SI: Community-Based Participatory Research in Latin America**

Readings:

Methods in Community-Based Participatory Research for Health (Israel et al.)

Chapter 1: Introduction to Methods in Community-Based Participatory Research for Health.

Health Behavior and Health Education: Theory, Research, and Practice (Glanz et al.)

Chapter 13: Improving Health Through Community Organization and Community Building

Velasquez J, Knatterud-Hubinger N, Narr D, Mendenhall T, Solheim C. Mano a Mano: Improving health in impoverished Bolivian communities through community-based participatory research. *Fam Syst Health*. 2011 Dec; 29(4):303-13.

Writing: Proposal for selection of country, grass roots health project, and governmental poverty reduction program.

### Week 3: Addressing Health Problems Through Governance and Community Development

3.1- Health in all policies approach

3.2- Working between different sectors of Society to Promote Health (Implementing intersectoral action -across different policy sectors for reducing health inequities).

Readings:

Waitzkin H et al. Primary care in Cuba; low- and high-technology developments pertinent to family medicine. *The Journal of Family Practice*. 1997; 45(3): 250-258.

Morice A and Robles A. Impact of long term policies based on social determinants of health: The Costa Rican experience. Draft Background Paper 27, World Conference on Social Determinants of Health. WHO, 2011 October.

Pacheco Santos LM et al. The Brazilian experience with conditional cash transfers: A successful way to reduce inequity and to improve health. Draft Background Paper 1, World Conference on Social Determinants of Health. WHO, 2011 October.

Writing: Paper #1 Outline Due (in discussion section)

### Week 4: The Role of Gender in Addressing Social Determinants of Health and Responding to Natural Disasters

4.1- Gender Empowerment (i.e. El Salvador intersectoral empowerment of adolescent girls)

4.2- Response to Natural Disasters (i.e. Haiti)

**SI: Natural and human-made disasters; factors placing the region at higher risk, vulnerabilities, resources, and public health impacts in terms of preparedness, response, and mitigation efforts; preparedness interventions.**

Readings:

Gaspar de Alba A. The Maquiladora Murders, Or, Who Is Killing the Women of Juarez, Mexico? 2003 August, No. 7.

Mensua A, Mounier-Jack S, Coker R. Pandemic influenza preparedness in Latin America: analysis of national strategic plans. *Health Policy Plan*. 2009 Jul;24(4):253-60. Epub 2009 May 1.

De Vos P, De Ceukelaire W, Bonet M, Van der Stuyft P. Cuba's international cooperation in health: an overview. *Int J Health Serv*. 2007;37(4):761-76.

Confalonieri UEC et al. Public Health Vulnerability to Climate Change in Brazil. *Climate Research*. 2009; 40: 175-186.

Writing: Paper #1 Draft Due (Monday, 1/28)

## Week 5: Local Communities, and government responding to Health Problems

5.1- Civil Society & Local Government: Grass Roots Organizing among Indigenous Peoples & Climate Change

5.2- Brokering: Brazil and Porto Alegre example

### Readings:

Giugliani C et al. The Green Area of Morro da Policia: Health practitioners working with communities to tackle the social determinants of health. Draft Background Paper 24, World Conference on Social Determinants of Health. WHO, 2011 October.

Peruzzotti E. Improving Governance: Civil Society's Efforts for More Accountable Government in Latin America. Institute of Development Studies. 1999 Jan 1.

Writing: Final Paper #1 Due (Wednesday, 2/6)

## Week 6: The Role of Social Movements in Addressing Social Determinants of Health

6.1- Midterm Exam in Class

6.2- Political Violence and War in Latin America

### Readings:

Solar O, Irwin A. Social determinants, political contexts and civil society action: a historical perspective on the Commission on Social Determinants of Health. Health Promot J Austr. 2006 Dec;17(3):180-5.

Grummer-Strawn LM, Cáceres JM, Herrera de Jaimes BP. Trends in the nutritional status of Salvadorian children: the post-war experience. Bull World Health Organ. 1996;74(4):369-74

Burch T, Wander N, Collin J. Uneasy money: the Instituto Carlos Slim de la Salud, tobacco philanthropy and conflict of interest in global health. Tob Control. 2010 Dec;19(6):e1-9.

Avila J. Political Apartheid in California: Consequences of Excluding a Growing Noncitizen Population. CSRC Issue Brief. 2003 December, No. 9.

Writing: Distribution of prompt for paper #2

## Week 7: Social Movements and the Arts as a Response to Health Problems

7.1- The Use of Traditional & Social Media to Promote Health in Latin America (i.e. radio, print, tv, blogs, FB, twitter)

7.2- Examples and impact of visual art and music as responses to health problems

Readings:

Bertrand JT, Anhang R. The effectiveness of mass media in changing HIV/AIDS-related behaviour among young people in developing countries. *World Health Organ Tech Rep Ser.* 2006;938:205-41; discussion 317-41.

Gandara P et al. An Assets View of Language and Culture for Latino Students. 2011 May, No. 25.

Sabbatella PL. Music therapy research in Ibero-American countries: an overview focused on assessment and clinical evaluation. *Ann N Y Acad Sci.* 2005 Dec;1060:294-302.

Writing: Paper #2 Outline Due (Wednesday, 2/20)

Week 8: Infectious Disease & Nutrition Issues in Latin America

8.1- Water, Sanitation, Hygiene & Infectious Disease in Latin America

8.2- Nutrition (Including food production and nutrition, i.e. meat processing, genetic modifications, organic agriculture debates, micronutrient deficiencies, food taboos, etc)  
Addressing factors that make certain individuals and communities more vulnerable to problems related to nutrition.

Readings:

Garcia PJ et al. Prevention of sexually transmitted infections in urban communities (Peru PREVEN): a multicomponent community-randomised controlled trial. *Lancet.* 2012 Feb.

Gomez-Dantes H and Ramsey Willoquet J. Dengue in the Americas; challenges for prevention and control. *Cadernos de Saude Publica.* 2009; 25(1): S19-S31.

Rhee JJ et al. Association between commercial and traditional sugar-sweetened beverages and measures of adiposity in Costa Rica. *Public Health Nutrition.* 2012 Apr; 12: 1-8.

Ulloa-Gutierrez R et al. The global pertussis initiative: Meeting report from the regional Latin America meeting, Costa Rica, 5-6 December, 2008. *Human Vaccines and Immunotherapeutics.* 2010 Nov; 6(11): 876-880.

Writing: Paper #2 Draft Due (Wednesday, 2/27)

Week 9: Addressing Chronic Disease Issues

9.1- Responding to Diabetes & Obesity in Latin America

9.2- Promoting Mental Health in Latin America

Readings:

Patiño C and Kirchner T. Stress and Psychopathology in Latin-American Immigrants: The Role of Coping Strategies. *Psychopathology*. 2010; 43: 17-24.

Akee R et al. Does More Money Make You Fat? The Effects of Quasi-Experimental Income Transfers on Adolescent and Young Adult Obesity. IZA Discussion Paper No. 5135. Germany, August 2010.

Romero AJ and Ochoa O'Leary A. Undergraduate Student Response to Arizona's "Anti-ethnic Studies" Bill: Implications for Mental Health. 2011 September, No. 26.

Zimmet P. Globalization, coca-colonization and the chronic disease epidemic: can the Doomsday scenario be averted? *J Intern Med*. 2000 Mar;247(3):301-10.

Writing: Peer-review of paper and instructor responses

#### Week 10: Global Responses to Health Problems in Latin America

10.1- WHO six building blocks for health systems strengthening

10.2- Course Summary, Review of major themes and next steps

#### Readings:

Barnighausen T, Bloom DE and Humair S. Strengthening Health Systems: Perspectives for economic evaluation. *Program of the Global Demography of Aging*. 2012 Jan; Working Paper No. 85.

Laurell AC. Health system reform in Mexico. A critical review. *International Journal of Health Services*. 2007; 37(3): 515-535.

World Health Organization. Monitoring The Building Blocks of Health Systems: A Handbook of Indicators and Their Measurement Strategies. 2010.(selected reading)

Writing: Final Paper #2 Due (in discussion section)



***Spring Quarter***

*Seminars on Poverty and Other Social Determinants of Health*

Probable Spring Seminar Topics:

*Climate Change*

*Gender*

*Governance & Health*

*Human Rights*

*Migration*

*Race & Ethnicity*

*Social Determinants of Health-Southern California*

*Urbanization*

Seminars will challenge students to expand on the knowledge attained in the previous two quarters and generate their own ideas of policy solution by integrating the approach of various disciplines. This will allow for a facet of critical thinking, analysis, creativity and exploration.



# New Course Proposal

	General Education Clusters 26A Poverty and Health in Latin America	
<a href="#">Course Number</a>	General Education Clusters 26A	
<a href="#">Title</a>	Poverty and Health in Latin America	
<a href="#">Short Title</a>	PVRTY&HLTH-LATIN AM	
<a href="#">Units</a>	Fixed: 6	
<a href="#">Grading Basis</a>	Letter grade only	
<a href="#">Instructional Format</a>	Lecture - 3 hours per week Discussion - 2 hours per week	
<a href="#">TIE Code</a>	LECS - Lecture (Plus Supplementary Activity) [T]	
<a href="#">GE Requirement</a>	Yes	
<a href="#">Major or Minor Requirement</a>	No	
<a href="#">Requisites</a>	None	
<a href="#">Course Description</a>	Lecture, three hours; discussion, two hours. Course 26A is enforced requisite to 26B, which is enforced requisite to 26CW. Limited to first-year freshmen. Introduction to social determinants of health, with focus on cultural, historical, socioeconomic, public health, medical, political, and artistic context of poverty in modern Latin America and on different local, national, and regional responses to health inequities. Exploration of major trends and debates that have shaped and continue to define issues related to poverty and health in region. Letter grading.	
<a href="#">Justification</a>	The Cluster Program was given the opportunity to offer a new cluster on a timely topic, to be fully funded by extramural funding.	
<a href="#">Syllabus</a>	File <a href="#">cluster proposal 4 16 12.pdf</a> was previously uploaded. You may view the file by clicking on the file name.	
<a href="#">Supplemental Information</a>		
<a href="#">Grading Structure</a>	Class Participation (20%) Midterm (20%) Writing Assignments (40%) Final Exam (20%)	
<a href="#">Effective Date</a>	Fall 2012	
<a href="#">Instructor</a>	Name	Title
	Michael Rodriguez	Professor
<a href="#">Quarters Taught</a>	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Summer	
<a href="#">Department</a>	General Education Clusters	

<a href="#">Contact</a>	Name	E-mail
<a href="#">Routing Help</a>	MYRNA CASTILLO	mcastillo@college.ucla.edu

## ROUTING STATUS

Role:	Registrar's Office
Status:	Processing Completed
Role:	Registrar's Publications Office - Hennig, Leann Jean (lhennig@registrar.ucla.edu) - 56704
Status:	Added to SRS on 5/14/2012 12:32:01 PM
Changes:	Description
Comments:	Edited course description into official version.
Role:	Registrar's Scheduling Office - Thomson, Douglas N (dthomson@registrar.ucla.edu) - 51441
Status:	Added to SRS on 5/13/2012 9:48:16 PM
Changes:	Short Title
Comments:	No Comments
Role:	FEC School Coordinator - Castillo, Myrna Dee Figurac (mcastillo@college.ucla.edu) - 45040
Status:	Returned for Additional Info on 5/11/2012 3:43:34 PM
Changes:	No Changes Made
Comments:	Routing to Doug Thomson in the Registrar's Office
Role:	FEC Chair or Designee - Meranze, Michael (meranze@history.ucla.edu) - 52671
Status:	Approved on 4/27/2012 2:01:40 PM
Changes:	No Changes Made
Comments:	No Comments
Role:	L&S FEC Coordinator - Castillo, Myrna Dee Figurac (mcastillo@college.ucla.edu) - 45040
Status:	Returned for Additional Info on 4/25/2012 9:56:10 AM
Changes:	No Changes Made
Comments:	Routing to Michael Meranze for FEC approval
Role:	FEC Chair or Designee - Meranze, Michael (meranze@history.ucla.edu) - 52671
Status:	Returned for Additional Info on 4/23/2012 2:31:29 PM
Changes:	No Changes Made
Comments:	Myrna, I am confused about two things. First why is this six credits rather than the usual 5 for a Cluster course (at least I think that it is normal for there to be 5) and also in the syllabus it claims that the sequence will fulfill 4 of the ten GE requirements but I don't understand how 3 courses can fulfill 4 required courses.

Role: L&S FEC Coordinator - Castillo, Myrna Dee Figurac (mcastillo@college.ucla.edu) - 45040  
Status: Returned for Additional Info on 4/23/2012 1:01:06 PM  
Changes: No Changes Made  
Comments: Routing to Michael Meranze for FEC approval

Role: Dean College/School or Designee - Friedmann, Manuela Christin (mfriedmann@college.ucla.edu) - 58510  
Status: Approved on 4/23/2012 11:17:21 AM  
Changes: No Changes Made  
Comments: This approval is forwarded on behalf of vice Provost and Dean for Undergraduate Education, Judith L. Smith.

Role: L&S FEC Coordinator - Castillo, Myrna Dee Figurac (mcastillo@college.ucla.edu) - 45040  
Status: Returned for Additional Info on 4/18/2012 9:13:44 AM  
Changes: No Changes Made  
Comments: Routing to Manuela Friedmann for Judi Smith's approval

Role: Department Chair or Designee - Kendrick, M Gregory (gregk@college.ucla.edu) - 60831  
Status: Approved on 4/17/2012 3:11:07 PM  
Changes: No Changes Made  
Comments: Route to Myrna Castillo.

Role: Initiator/Submitter - Castillo, Myrna Dee Figurac (mcastillo@college.ucla.edu) - 45040  
Status: Submitted on 4/17/2012 2:58:10 PM  
Comments: Initiated a New Course Proposal

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# New Course Proposal

	General Education Clusters 26B Poverty and Health in Latin America				
<a href="#">Course Number</a>	General Education Clusters 26B				
<a href="#">Title</a>	Poverty and Health in Latin America				
<a href="#">Short Title</a>	PVRTY&HLTH-LATIN AM				
<a href="#">Units</a>	Fixed: 6				
<a href="#">Grading Basis</a>	Letter grade only				
<a href="#">Instructional Format</a>	Lecture - 3 hours per week Discussion - 2 hours per week				
<a href="#">TIE Code</a>	LECS - Lecture (Plus Supplementary Activity) [T]				
<a href="#">GE Requirement</a>	Yes				
<a href="#">Major or Minor Requirement</a>	No				
<a href="#">Requisites</a>	Enforced: Course 26A				
<a href="#">Course Description</a>	Lecture, three hours; discussion, two hours. Enforced requisite: course 26A. Limited to first-year freshmen. Responses to health inequities and possible solutions to promote improved health outcomes and to social determinants of health illustrated through examples of current programs and policies. Major areas for addressing health inequity include governance, community action, social justice and human rights movements, health sector and public health programs, and global priorities. Introduction to tools to promote health, such as service delivery, health workforce, information systems, access to medicines, health systems financing, and health systems governance. Letter grading.				
<a href="#">Justification</a>	The Cluster Program was given the opportunity to offer a new cluster on a timely topic, to be fully funded by extramural funding.				
<a href="#">Syllabus</a>	File <a href="#">cluster proposal 4 16 12.pdf</a> was previously uploaded. You may view the file by clicking on the file name.				
<a href="#">Supplemental Information</a>					
<a href="#">Grading Structure</a>	Class Participation (20%) Midterm (20%) Writing Assignments (40%) Final Exam (20%)				
<a href="#">Effective Date</a>	Fall 2012				
<a href="#">Instructor</a>	<table border="0"> <tr> <td>Name</td> <td>Title</td> </tr> <tr> <td>Michael Rodriguez</td> <td>Professor</td> </tr> </table>	Name	Title	Michael Rodriguez	Professor
Name	Title				
Michael Rodriguez	Professor				
<a href="#">Quarters Taught</a>	<input type="checkbox"/> Fall <input checked="" type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Summer				

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Role:	Registrar's Office	
Status:	Processing Completed	
Role:	Registrar's Publications Office - Hennig, Leann Jean (lhennig@registrar.ucla.edu) - 56704	
Status:	Added to SRS on 5/14/2012 1:54:08 PM	
Changes:	Description	
Comments:	Edited course description into official version.	
Role:	Registrar's Scheduling Office - Thomson, Douglas N (dthomson@registrar.ucla.edu) - 51441	
Status:	Added to SRS on 5/13/2012 9:50:54 PM	
Changes:	Short Title	
Comments:	No Comments	
Role:	FEC School Coordinator - Castillo, Myrna Dee Figurac (mcastillo@college.ucla.edu) - 45040	
Status:	Returned for Additional Info on 5/11/2012 3:44:31 PM	
Changes:	Effective Date	
Comments:	Routing to Doug Thomson in the Registrar's Office	
Role:	FEC Chair or Designee - Meranze, Michael (meranze@history.ucla.edu) - 52671	
Status:	Approved on 4/27/2012 2:04:43 PM	
Changes:	No Changes Made	
Comments:	No Comments	
Role:	FEC School Coordinator - Castillo, Myrna Dee Figurac (mcastillo@college.ucla.edu) - 45040	
Status:	Returned for Additional Info on 4/25/2012 10:00:32 AM	
Changes:	No Changes Made	
Comments:	Routing to Michael Meranze for FEC approval	
Role:	FEC Chair or Designee - Meranze, Michael (meranze@history.ucla.edu) - 52671	
Status:	Returned for Additional Info on 4/23/2012 2:32:59 PM	
Changes:	No Changes Made	
Comments:	same questions are previous one.	

Role: L&S FEC Coordinator - Castillo, Myrna Dee Figurac (mcastillo@college.ucla.edu) - 45040  
Status: Returned for Additional Info on 4/23/2012 1:02:10 PM  
Changes: No Changes Made  
Comments: Routing to Michael Meranze for FEC approval

Role: Dean College/School or Designee - Friedmann, Manuela Christin (mfriedmann@college.ucla.edu) - 58510  
Status: Approved on 4/23/2012 11:18:30 AM  
Changes: No Changes Made  
Comments: This approval is forwarded on behalf of vice Provost and Dean for Undergraduate Education, Judith L. Smith.

Role: L&S FEC Coordinator - Castillo, Myrna Dee Figurac (mcastillo@college.ucla.edu) - 45040  
Status: Returned for Additional Info on 4/18/2012 9:15:05 AM  
Changes: No Changes Made  
Comments: Routing to Manuela Friedmann for Judi Smith's approval

Role: L&S FEC Coordinator - Castillo, Myrna Dee Figurac (mcastillo@college.ucla.edu) - 45040  
Status: Returned for Additional Info on 4/17/2012 3:17:36 PM  
Changes: Effective Date  
Comments: Changed date

Role: L&S FEC Coordinator - Castillo, Myrna Dee Figurac (mcastillo@college.ucla.edu) - 45040  
Status: Returned for Additional Info on 4/17/2012 3:16:37 PM  
Changes: Effective Date  
Comments: Changed effective date

Role: Department Chair or Designee - Kendrick, M Gregory (gregk@college.ucla.edu) - 60831  
Status: Approved on 4/17/2012 3:12:24 PM  
Changes: Requisites  
Comments: Route to Myrna Castillo.

Role: Initiator/Submitter - Castillo, Myrna Dee Figurac (mcastillo@college.ucla.edu) - 45040  
Status: Submitted on 4/17/2012 3:01:20 PM  
Comments: Initiated a New Course Proposal

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# New Course Proposal

	General Education Clusters 26CW Poverty and Health in Latin America: Special Topics				
<a href="#">Course Number</a>	General Education Clusters 26CW				
<a href="#">Title</a>	Poverty and Health in Latin America: Special Topics				
<a href="#">Short Title</a>	PVRTY&HLTH-LATIN AM				
<a href="#">Units</a>	Fixed: 6				
<a href="#">Grading Basis</a>	Letter grade only				
<a href="#">Instructional Format</a>	Seminar - 3 hours per week				
<a href="#">TIE Code</a>	SEMR - Seminar (Research/Creative) [I]				
<a href="#">GE Requirement</a>	Yes				
<a href="#">Major or Minor Requirement</a>	No				
<a href="#">Requisites</a>	Enforced: Course 26B				
<a href="#">Course Description</a>	Seminar, three hours. Enforced requisite: course 26B. Limited to first-year freshmen. Students meet weekly in small group seminars based on topics related to course theme to allow them to study, discuss, and then generate policy solutions to create more equitable healthcare in Latin America. Focus on one particular area of Latin America or one local Latin American community to reflect field study sites to eventually be offered and serve as preparation for summer field study component. Satisfies Writing II requirement. Letter grading.				
<a href="#">Justification</a>	The Cluster Program was given the opportunity to offer a new cluster on a timely topic, to be fully funded by extramural funding.				
<a href="#">Syllabus</a>	File <a href="#">cluster proposal 4 16 12.pdf</a> was previously uploaded. You may view the file by clicking on the file name.				
<a href="#">Supplemental Information</a>					
<a href="#">Grading Structure</a>	As part of the seminars, students will be asked to do a major writing assignment on the topic they choose to research. Assignments and grading policy will vary a bit among the spring seminars of this cluster. However, all seminars will likely assign the following and their grade value in the course will be estimated as follows: Classroom Participation 30% Research Paper (13-15 pages)70%				
<a href="#">Effective Date</a>	Fall 2012				
<a href="#">Instructor</a>	<table border="0"> <thead> <tr> <th>Name</th> <th>Title</th> </tr> </thead> <tbody> <tr> <td>Michael Rodriguez</td> <td>Professor</td> </tr> </tbody> </table>	Name	Title	Michael Rodriguez	Professor
Name	Title				
Michael Rodriguez	Professor				
<a href="#">Quarters Taught</a>	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Summer				



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Role:	Registrar's Publications Office - Hennig, Leann Jean (lhennig@registrar.ucla.edu) - 56704	
Status:	Added to SRS on 5/14/2012 1:59:03 PM	
Changes:	Description	
Comments:	Edited course description into official version.	
Role:	Registrar's Scheduling Office - Thomson, Douglas N (dthomson@registrar.ucla.edu) - 51441	
Status:	Added to SRS on 5/13/2012 9:53:49 PM	
Changes:	Short Title	
Comments:	No Comments	
Role:	FEC School Coordinator - Castillo, Myrna Dee Figurac (mcastillo@college.ucla.edu) - 45040	
Status:	Returned for Additional Info on 5/11/2012 3:45:26 PM	
Changes:	Effective Date	
Comments:	Routing to Doug Thomson in the Registrar's Office	
Role:	FEC Chair or Designee - Meranze, Michael (meranze@history.ucla.edu) - 52671	
Status:	Approved on 4/27/2012 2:06:07 PM	
Changes:	No Changes Made	
Comments:	No Comments	
Role:	FEC School Coordinator - Castillo, Myrna Dee Figurac (mcastillo@college.ucla.edu) - 45040	
Status:	Returned for Additional Info on 4/25/2012 10:02:25 AM	
Changes:	No Changes Made	
Comments:	Routing to Michael Meranze for FEC approval	
Role:	FEC Chair or Designee - Meranze, Michael (meranze@history.ucla.edu) - 52671	
Status:	Returned for Additional Info on 4/23/2012 2:33:45 PM	
Changes:	No Changes Made	
Comments:	same as previous ones	

Role: L&S FEC Coordinator - Castillo, Myrna Dee Figurac (mcastillo@college.ucla.edu) - 45040  
Status: Returned for Additional Info on 4/23/2012 1:02:56 PM  
Changes: No Changes Made  
Comments: Routing to Michael Meranze for FEC approval

Role: Dean College/School or Designee - Friedmann, Manuela Christin (mfriedmann@college.ucla.edu) - 58510  
Status: Approved on 4/23/2012 11:19:20 AM  
Changes: No Changes Made  
Comments: This approval is forwarded on behalf of vice Provost and Dean for Undergraduate Education, Judith L. Smith.

Role: L&S FEC Coordinator - Castillo, Myrna Dee Figurac (mcastillo@college.ucla.edu) - 45040  
Status: Returned for Additional Info on 4/18/2012 9:16:16 AM  
Changes: Grading Structure  
Comments: Routing to Manuela Friedmann for Judi Smith's approval

Role: Department Chair or Designee - Kendrick, M Gregory (gregk@college.ucla.edu) - 60831  
Status: Approved on 4/17/2012 3:13:25 PM  
Changes: No Changes Made  
Comments: Route to Myrna Castillo.

Role: Initiator/Submitter - Castillo, Myrna Dee Figurac (mcastillo@college.ucla.edu) - 45040  
Status: Submitted on 4/17/2012 3:11:31 PM  
Comments: Initiated a New Course Proposal

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