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**IDS-3994**  
3-credit hours  
Pilot Syllabus  
International Nutrition, Public Health and Economic Development  
Section U01C, Class reference No. XXXXX  
Fall 2010

**Instructors:**  
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**Class Meeting Times:**  
Tuesdays and Wednesdays 1:00 to 3:00 pm

**Class Meeting Place:**  
GL-220

**Office Hours:**  
Tuesdays and Wednesdays, 1:00-3:30 pm or by appointment

**Prerequisite:** Permission of the instructor. Recommended also for non-majors.

**Course Purpose:** This course will examine the impact of public health, nutrition and global economic development on the physical and political environment. Access to adequate nutrition and health services are among the basic needs of human beings, and they are critical mandates for national governments and international organizations. This course will explore the interrelatedness of agriculture, food production, population growth, health and nutrition programs, the environment, natural or man-made disasters, epidemics (disease burden), international assistance programs, economic development, and the enforcement power of international organizations and national governments to set high standards in the areas of public health and nutrition to promote economic development.
Global Learning Outcomes:

At the end of this course, students will gain:

- **Global Perspective**
  The student will be able to assemble a multi-perspective analysis of issue related to global public health, nutrition and economic development, and express their positions and opinions with confidence on these issues based in facts and information gathered and discussed in this class.

- **Global Awareness**
  The student will be able to demonstrate their global awareness of the interrelatedness of Public Health, Nutrition, the Environment and Economic Development in the Global System, such as:
  - **Physical Conditions:** Climate changes, desertification, deforestation, natural disasters, draughts, and epidemics.
  - **Socio-economic and political conditions:** war, hunger, food insecurity, lack of access to public health services, population migrations, economic cycles, political changes, and influence of international and non-governmental organizations.

- **Global Engagement**
  The students will be able to demonstrate their willingness to address local, global, international and intercultural issues pertaining to Public Health, Nutrition, the environment and economic development.

**Essential Question:** How would the four global dynamic systems (public health, nutrition, economic development, and socio-political/physical environments) influence each other at the community, national and international levels?

In addition, the class and engagement activities (see section **Class Activities, page 6**) will include an individual “Reflections” report and eight brief group summary reports that will respond to questions developed to assess the students’ progress towards attaining the Global Learning Outcomes.

Other assessment tools, such as debates, group activities, electronic homeworks and quizzes and a mid-term and final exam will be used to evaluate student progress in achieving global outcomes. Rubrics have been developed and made available at the Blackboard CE6 page of this class for the assessment and evaluation of group summaries, activities and debates.
Course Operation:

Multiple strategies will be employed to assess the attainment of global outcomes for this course and to satisfy the various learning styles of the students. Lectures and class discussion will be supplemented with formal and informal group discussions, journal articles, structured debates, and other group activities. Students will be asked to demonstrate writing and analyzing skills on exams, and summaries.

Required Resources: Blackboard CE6:

This course is Web-Assisted, which means that there is a course website which serves as an essential supplement to the course. There are a number of resources that will be available via the site, including the most current syllabus, lecture outlines, required readings, and assessments in the form of Homeworks (20% of total grade) which will be delivered via BLACKBOARD CE6. It is your responsibility to make sure that you can successfully log on to the site before the first homework assignment is due. Web Ct training classes (1 to 2 hours) are available at the Green Library, and tutorials are available on line. For the BLACKBOARD CE6 to work properly, you must use Internet Explorer as your server. If you do not have Internet Explorer, this may mean that you will need to complete homework assignments using the computer labs available on campus.

Student BLACKBOARD CE6 Log-in Instructions:

1. To enter the BLACKBOARD CE6 login page, go to the FIU home page (www.fiu.edu)
2. From FIU homepage, Scroll down the page and click on the CE6/WebCT link at the bottom-center of the page.
3. When the Login window opens, click on “Login” in the upper gray band menu of the page.
4. When Password window opens, type in your username and password to enter BLACKBOARD CE6.
   - Student LOGIN: Use your Panther ID as your username and your default password which is your date of birth, input as MMDDYYYY. The first time you log into CE6, you will be required to change your password.
     - To lookup your PantherID number, go to http://sis.fiu.edu and click on Get Your PantherID.

Textbooks:

Recommended:

Required:
Attendance Procedures:

More than 2 absences will need written approval and written justification.

Grading:

Group Activities: % of Final grade
First Panel Participation 5%
Second Panel Participation 5%
Third Panel Participation 5%
Group Team Activities 15%

Individual Activities:
Electronic Homeworks 20%
Mid-term 15%
“Reflections” Report on visit 5%
Final 20%
Group Summary Reports 10%

Grades:

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<tr>
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<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
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<tr>
<td>A-</td>
<td>90-92%</td>
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<tr>
<td>B+</td>
<td>88-89%</td>
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<tr>
<td>B</td>
<td>82-87%</td>
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<tr>
<td>B-</td>
<td>80-81%</td>
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<tr>
<td>D+</td>
<td>68-69%</td>
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<td>C+</td>
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<td>C</td>
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<td>C-</td>
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<td>D</td>
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<tr>
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Communication:

The instructor will guide the classroom communication, stimulating formal and informal discussion in an organized manner. Disruptions will not be allowed. Outside the class, the instructor will schedule students by appointment at the posted office hours. Students may use brief e-mails (no more than four lines) for communication. On the subject line, please, identify the course and your full name (e.g.: IDS-3994, Don, Joe). Tone and language of the e-mails should be respectful and controlled.

Exam and Project Policy:

Each student in this class is bound by the Code of Academic Integrity, found at: http://www.fiu.edu/~oabp/misconductweb/2codeofacainteg.htm

The Mid-Term and Final Exam can be re-scheduled within one week with proper written justification and the professor’s prior permission. No incomplete grade will be given in this course. Ethical conduct must be maintained in relation to exams and projects.

Assignments are due at the beginning of class, before the FINAL call. Any assignment handed after the final call incurs a 10% penalty. On all projects, write your name, instructor’s name, and course identification on each page. Assignments may be submitted through e-mail or fax only with the instructor’s written permission, and at the student’s risk for timely submission.

Students will be responsible for registering and dropping the class according to FIU procedures. (DATE) is the last day to drop from class with a DR grade. It is the responsibility of
the student to make sure that he/she is properly registered. Students who do not appear as fully registered will not receive a grade.

This course outline is subject to change due to time constraints, policy changes, or any other reason according to the professional judgment of the teaching team, provided that fair and adequate notice is given either by e-mail, writing or BLACKBOARD CE6; modification of the syllabus affects all students equally, and are not arbitrary or capricious; and students are not unfairly disadvantaged by changes to grading standards, attendance standards, or performance measures. Eating or smoking is not allowed in class.

**Academic Policies:**
All university policies apply to students in this class, including policies on:
- Students with disability (http://w3.fiu.edu/enc/Disabilities.htm),
- Academic misconduct (http://www.fiu.edu/~oabp/misconductweb/2codeofacainteg.htm),
- Sexual harassment (http://www.fiu.edu/~eop/EOPSexH.pdf), and
- Religious holidays (http://www.fiu.edu/~infomall/academic/calendar.htm).

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**CLASS ACTIVITIES**

**Eight Group Summary Reports:** Averaged to 10% of Total Grade

At the end of every topic presented in class (see schedule), each group will be assigned to summarize answers to the following questions (2 PAGE LIMIT) in relation to the topic covered to assess their progress in attaining their Global Learning Outcomes:

**Global Perspective:**
Having in consideration your circumstances and environment, how different is your perspective on public health, nutrition and economic development from those in other less developed countries and with different cultures?

How these different perspectives will affect your choice of solutions?

**Global Awareness:**
How the situations, conditions and events that happen in a part of the world affect other regions or countries?

Is it easy or difficult to integrate or separate issues of Public Health, Nutrition, the Environment and Economic Development in the Global System?

How the events and conditions happening within a country, region and culture compare to similar events and conditions operating in other countries, regions or cultures?

**Global Engagement:**
What would you do to contribute to the improvement of adverse conditions in economic, environmental and health systems nationally and internationally?

**Three Debates:** 30% of total grade
Each student will participate in Three Debates (1 hour each) which will be conducted on polemic issues in the strategic process of ending malnutrition, improving public health services or promoting economic development at the national, international and global levels. Each student will receive a maximum of 15% of total grade the debate (5% each) and 15% of group activities (30% in total) which includes a group engagement activity. Topics on the issue will be assigned by the professor and they relate to the class content. Class will be divided in preparation for the debate in small groups. The activities of the small groups will be facilitated and supervised by Teaching Assistants (TAs) Issues to be discussed will be polemic, for example: emergency relief, food aid, agriculture and the environment, access to health care by national and ethnic minorities and/or the effect of overpopulation and malnutrition on economic development. Ground rules for the debate (decorum, mediation and moderating) will be set, and the Pros (favoring) and Cons (against) panel representatives will be selected (democratic process) or nominated (if there are not enough volunteers).

**Group Engagement Activity and Individual “Reflections” Report**: 5% of total grade will be assigned to the individual “Reflections” Report.

Each group will be assigned to visit a non-governmental organization as a field trip. These organizations serve the community by providing direct service (food, economic assistance, health referrals, financial and legal advice, etc.) to the poor and uninsured, and/or provide emergency assistance to people in need such as those who are unemployed, displaced, and need reintroduction to the work place, refugees, etc.

A list of organizations will be provided and the groups (no more than five students) will be selecting potential organizations during the second week of classes. In class, the group will write one to two paragraphs on the reasons why this organization was selected by the group. A field trip will be arranged within two weeks of the preparatory session. After the visit, each individual student will submit a report on the visit reflecting on his/her impressions from the visit and the impact of the NGO activities that he witnessed, and/or the NGO’s mission, on the client population, the community, the nation and the world. Please, use each of these levels of analysis as headings in your brief report (Two-page, double-spaced, Font New Times Roman 12 or Arial 11).

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**Calendar of Activities**

This course outline is subject to change due to time constraints, policy changes, class size or any other reason that will be to the student’s benefit according to the professional judgment of the professor, and with the constraints expressed above. Research shows that SUCCESSFUL STUDENTS plan their learning, monitor it "in progress" and assess their own skills as learners. POOR STUDENTS are more likely to view learning as a set of facts and answers that are "out there" apart from them and their interaction with the subject matter.

The following Calendar of Activities will facilitate learning by providing guidance to the student to prepare for classes. A student who reads the assigned chapters and journal articles ahead will have an easier and more productive learning experience. In addition, the informed student will participate successfully in class, and participation is an important part of your grade.
Schedule

Week 1 (Date) Introduction to IDS-3XXX. Formation of groups. Syllabus presentation and discussion. International Governance. Changes in the Global System. See Matheson Chapters 1-3. Homework 1 and 2 due in two weeks.

Week 2 (Date): International Organizations and Changes in the World System. Roles of NGO’s. Homework 3 and Quiz 1 in your CE6 are due within 2 weeks. Group Summary Report due. Preparations for engagement activity visit, selection of NGO to visit. Planning visit.

Week 3 (Date): Development and Hunger. National and International Food Insecurity. Homework 5 due in 2 weeks. Discussion of Panel preparation. Panelist will be assigned in preparation for the debates the following week. Ground rules for the debate (decorum, mediation and moderating) will be set, and the Pros (favoring) and Cons (against) panel representatives will be selected (democratic process) or nominated (if there are not enough students volunteering). Natural disasters and war. Hunger relief efforts. Donors and receiving countries, the political and economic effect of aid. Group Summary Report.

Week 4 (Date): Domestic Hunger. Obesity. The Fight Against Corruption. The Politics of Hunger. Class will be divided in preparation for the debate the following week. The epidemiology of undernutrition. (World Hunger, Chapters 1, and 5). Homework 6 and 7 and Quiz 2 due within two weeks. Group Summary Report due.


Week 7 (Date): Foreign Aid (World Hunger 10, Pages 171-178). Panel 2. Group Activity. Homework 10 and 11 due within two weeks.

Week 8 (Date): Issues of Infant Feeding in Developed and Developing Countries. Hunger and Disaster. Homework 12 due within two weeks. Group Summary Report due.
Week 9 (Date):

Week 10 (Date):
International burden of disease. Infectious Diseases in Developing and Developed Countries. Homework 15 due within two weeks.

Week 11 (Date):

Week 12 (Date):

Week 13 (Date):

Week 14 (Date):

Week 15 (Date):

Week 16 (Date): Final Exam

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