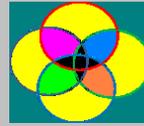
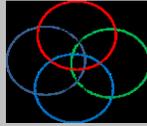


Navigational Contents:

Textbooks	Grading	Class Activities	Calendar/Schedule
---------------------------	-------------------------	----------------------------------	-----------------------------------



IDS-3189
3-credit hours
Syllabus

International Nutrition, Public Health and Economic Development
Section **UHAA**, Class reference No. **98173**
Fall 2016

Instructors: Adriana Campa, PhD, RD
Mahadev G. Bhat, PhD
Office: AHC-5-328

Telephone: 305-348-2871

E-mail: campaa@fiu.edu

Class Meeting Times: Tuesdays from 9:30 am to 10:45 am

Class Meeting Place: AHC-3-100

Office Hours: Tuesdays and Thursdays, 2:00 pm- 4:30 pm
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** by recognizing their own perspective and the diversity of other perspectives in issues of public health, nutrition and economic development.

The student will be able to:

- Detect the distinctive and common qualities between their own perspective and those of other individuals, cultures and disciplines.
 - Compare and contrast different societies, and cultural and political systems relating to the ways they deal with public health and nutritional issues.
 - 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** by increasing their knowledge of local, global, international and intercultural issues and systems as they pertain to this course. In particular, students will increase their global awareness of the inter-relatedness 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 migration, economic cycles, political changes, and influence of international and non-governmental organizations.

The student will be able to:

- Discuss prevailing world conditions associated with local, global, international and intercultural issues, trends and systems.
- Become responsible citizens of the world, aware of the global inter-relatedness of and how issues of public health in a country affect other or all countries such as pandemics, economic disparities, natural and man-made disasters, human migrations, ecological and economic changes and famine (relationship knowledge).
 - Describe the role of cultural, educational and environmental influences on development of public health, environmental and nutrition programs using common themes and national differences.
 - Describe the nature and extent of global undernutrition and over-nutrition, and calculate their short-term and long-term social cost.
- Compare and contrast the roles and functions of governance and government.
- Discuss beliefs and myths regarding international food and agricultural issues, and evaluate their impact on poverty, the growth of the world population, its effect on the environment and on the political stability of the international systems.

- **Global Engagement** by demonstrating their willingness to address local, global, international and intercultural issues pertaining to Public Health, Nutrition, the environment and economic development.

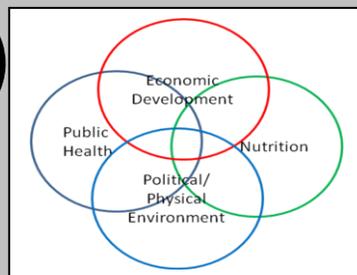
The student will be able to:

- Become successful learners of nutrition and public health issues as they relate to economic development, eradication of poverty and the global community (factual knowledge outcome)
- Accept shared responsibility for addressing local, global, international and intercultural issues, and address them by taking action within the context of their own life, by contributing to the global society through their work attitudes, and cultural sensitivity.
- Understand the role of international organizations and non-governmental organizations (NGOs) in managing and developing international economy, improving public health, reducing hunger, providing humanitarian relief and their accountability and how to use their influence.
- Analyze the politics of hunger and consumption and calculate their long-term effect on poverty 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 level?

In addition, the class and engagement activities (see section [Class Activities, page 6](#)) will include an **individual** “Reflections” report and 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 assessments 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.



[Go to the top](#)

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 Learn:

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 electronic quizzes as homework (25% of total grade)** which will be delivered via Blackboard Learn. It is your responsibility to make sure that you can successfully log on to the site before the first homework assignment is due. Blackboard training classes (1 to 2 hours) are available at the Green Library, and tutorials are available on line. For the Blackboard Learn to work properly, you must use **FIREFOX** as your browser. If you do not have **FIREFOX**, this may mean that you will need to complete homework assignments using the computer labs available on campus.

Student BLACKBOARD LEARN Log-in Instructions:

1. To enter the Blackboard Learn login page, go to the FIU home page (www.fiu.edu)
2. At the top of the FIU homepage, Scroll up the page and click on the Quick Links/Tools (with brown background) and select the "e-Campus" link for students.
3. In e-campus select Blackboard Learn login
4. When the Login window opens, click on "Login" in the upper gray band menu of the page.
5. When Password window opens, type in your username and password to enter Blackboard Learn.
 - 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 Blackboard Learn, 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:

- Cappe F. World Hunger: Twelve Myths. Grove Press, 1998. (Available in the Book Store)
- The World Bank. Repositioning Nutrition as Central to Development. The World Bank, 2006.
- Heaver R. Strengthening Country Commitment to Human Development. The World Bank, 2005.
- Mason M. Invisible Governance. International Secretariats in Global Politics. Kumarian Press, Inc.
- Gillespie S, McLachlan M, Shrimpton R. Combating Malnutrition: Time to Act. The World Bank. Human Development Network. Health, Nutrition and Population Series, 2003.
- Sanchez P, Swaminathan, Dobie P, Yuksel, N. Halving hunger: it can be done. UN Millennium Task Force on Hunger. United Nations Development Program, Earthscan, Sterling, VA. 2005.
- Todaro, M. Economic Development in the Third World. Longman Press, 2008.

[Go to the top](#)

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	10%
Group Summary Reports	5%
Individual Activities:	
Electronic Assessments	25%
“Reflections” Report on visit	5%
Mid-Term & Final	40%

Grades:

A	93-100%	B-	80-81%	D+	68-69%
A-	90-92%	C+	78-79%	D	62-67%
B+	88-89%	C	72-77%	D-	60-61%
B	82-87%	C-	70-71%	F	0-59%

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, identified the course and your full name (e.g. IDS-3189, 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 for the final examination 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. **October 31st** is the last day to drop from class with a DR or WI 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. **Students who did not drop the class at the Register Office submitting the proper paper work might receive an “F” if the class was abandoned without adequate procedures.**

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 announcement; 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/2codeofconduct.htm>),
- Sexual harassment (<http://www.fiu.edu/~eop/EOPSexH.pdf>), and
- Religious holidays (<http://www.fiu.edu/~infomall/academic/calendar.htm>).

[Go to the top](#)

CLASS ACTIVITIES

Four Group Summary Reports: Averaged to 5% of Total Grade

At the end of every group activity in class (see schedule), each group will be assigned to summarize answers to the following questions (PACCOMMIT) 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 situation, conditions and events that happen in a part of the world affect other regions/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 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 on line: 15% of total grade

Each student will participate in two 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 from each debate (5% each) and 10% for other assigned group activities (20% 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 polemical 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. Tentatively scheduled for the second week of classes.

Each group will be assigned to visit a non-governmental organization as a field trip. These organizations serve the community by providing direct services (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 were addressed, 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 (one to two-page, double-spaced, Font New Times Roman 12 or Arial 11).

[Go to the top](#)

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.

Do not copy without the express written consent of the author.

[Schedule](#)

Please, see your Blackboard page that has been designed as a Calendar of Activities. When you click on each day, you will have available all the materials you need and the corresponding lectures and quizzes in that folder. [Go to the top](#)

Do not copy