**Instructor:** Kelli O’Neil, M.A.

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**Office Hours:** 12:00 – 1:00 Mondays and Wednesdays

9:00 – 10:30 Tuesdays

2:00 – 3:00 Fridays

Or email me to make an appointment outside of these times

**Course Description**

This course reviews current and complex health issues within the perspective of global sustainability. Consumer, community and global health concepts, theories and models will be examined at the local, state, national and international levels.

**Course Details**

This course is organized by health topic, which will each be viewed from the global sustainability perspective. As part of this course, a variety of discussion and debate formats will be used. You may be speaking on behalf of your own beliefs or you may be asked to represent another viewpoint. All of these formats will follow the same ground rules: 1. Listen, thoroughly and open-mindedly, to the perspectives of your peers; 2. Embrace different opinions as an excellent opportunity to learn; 3. Eagerly share thoughts and opinions related to the topic, both your own and those you are asked to represent. Furthermore, community health models and savvy consumerism will be discussed as independent and interrelated entities.

**Course Materials**

**Required Text: ISBN: 0-7879-6733-5**

Hofrichter, R. (2003). *Health and Social Justice: Politics, Ideology, and Inequity in the Distribution of Disease.* San Francisco: Jossey-Bass.

**Your choice of one of the following 3 texts is required:**

1. **Optional Text: ISBN: 0-3933-2369-2**

LaFeber, w. (2002). *Michael Jordan and the New Global Capitalism*. New York: W.W. Norton and Co., Inc.

1. **Optional Text: ISBN: 0-8050-8838-5**

Ehrenreich, B. (2001). *Nickel and Dimed: On (Not) Getting By in America.* New York: Henry Holt and Co., LLC.

1. **Optional Text: ISBN: 0-1951-7601-4**

Hays, S. (2004). *Flat Broke with Children: Women in the Age of Welfare Reform.* New York: Oxford University Press.

**Course Objectives**

Exercise Science-related competencies:

Through the duration of this course, each student will be able to:

* Act as an intelligent consumer of healthcare and products and services
* Select a quality healthcare facility and comprehensive health insurance plan
* Make intelligent choices regarding health-related foods, supplements and products
* Identify and utilize reliable sources of healthcare information and “medical” supplies
* Identify how to improve cost-effectiveness of healthcare
* Critically analyze health-related advertisements
* Communicate their role as an individual within a larger community in the prevention of communicable diseases at the local, state, national and international levels

Global Sustainability-related competencies:

Through the duration of this course, each student will be able to demonstrate knowledge and understanding of:

* Intergenerational responsibility in the development and/or maintenance of healthy communities
* Multi-dimensional global health perspectives, including contributions from environmental, ecological, social, political and economic systems
* Interdependency and cross-cultural awareness in the epidemiology of communicable diseases and access to quality healthcare systems
* Environmental health, as it relates to personal wellness, global health and sustainability of natural environmental systems
* Interconnectedness of globalization, economic systems, global resource equity and global sustainability
* Influences of social systems on global sustainability, including global health, human rights, and critical views of healthcare governance
* Quality of life and lifelong learning issues by identifying community health needs and subsequently planning a community health project, following the PRECEDE/PROCEED model
* Collective action in community and consumer health, including local and global responsibility, community-based decision-making and public discourse and policy

**General University Policies**

**Plagiarism and Other Academic Dishonesty**  
Plagiarism and cheating of any form are serious offenses and may result in an F for the assignment, the course, or expulsion from the college. The details of Central's Academic Integrity policy are found in the Student Handbook, on the web. A copy will be sent to you via e-mail during the first week of the semester. It is your responsibility to read and understand the contents of that policy before you submit work to be graded. Questions regarding the policies and enforcement of the policies may be addressed to me during class or during office hours.

**Disabilities**  
Central College abides by interpretations of the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 that stipulates no student shall be denied the benefits of an education "solely by reason of a handicap." Disabilities covered by law include, but are not limited to, learning disabilities, hearing, sight, or mobility impairments, and other health related impairments. If you have a documented disability that may have some impact on your work in this class for which you may require accommodations, please see me and Nancy Kroese, Director of Student Support Services and Disabilities Services Coordinator, (x 5247) during the first two weeks of the semester so that such accommodations may be arranged.

**Notification of Participation in College Sanctioned Events**  
Mock Trial participants, choir tour participants, athletes, and others who must miss a class for participating in a college sanctioned event are expected to notify me in advance and complete work including tests in advance of the absence. It is the student's responsibility to communicate with me in advance regarding their absences and determine a schedule for make-up work.

**Evaluation**

* Grading Scale

93-100% = A 73-76% = C

90-92% = A- 70-72% = C-  
87-89% = B+ 67-69% = D+   
83-86% = B 63-66% = D  
80-82% = B- 60-62% = D-

77-79% = C+ 0-59% = F

* Grading Components

Activity Points

In-Class Participation 100

Community Project 100

Bibliography and Presentation 100

Special Text Discussion 100

TOTAL 400

Attendance/Participation

* **If you are going to miss a class, please let me know in advance. It is important to note that late or missed assignments will not be given credit, so it is important to turn these materials in on time.** Additionally, attendance is a critical component in the successful understanding and application of the topics covered in this course. Each **tardy** will deduct 2 points from your final participation grade and each **unexcused absence** will deduct 5 points from your final participation grade. This includes, but is not limited to absences due to non-emergency dental or medical appointments, vacation, parking/transportation issues, or oversleeping. In the event of an absence, it is your responsibility to get notes, announcements, and assignment information from your peers.
* Students are expected to come to class prepared to contribute in a thoughtful manner. This includes bringing the appropriate reading materials to each class and pre-reading the text several times in order to: formulate opinions, articulate ideas, and participate in class discussions; **refraining from using computers during class time for any purpose other than the class-related activity at hand**; and maintaining a positive attitude throughout the duration of this semester.

Community Project

A significant portion of this semester is dedicated to working with a community-based health program. During this time you will write a paper that outlines the health issue your program addresses, the details of the program you are working with and your specific involvement with the program. Additionally, you should identify key community leaders and examine the topic and program from a global sustainability perspective. You will participate in a service learning experience through volunteer work with this program for a minimum of 15 hours during this semester. Be prepared to share your experiences in an open class discussion. This project will give you practical experience working with a community-based program, along with providing a community service that the participants will love. A rubric will be provided.

Health Topic Annotated Bibliography and Presentation

In groups of two or three, you will conduct secondary research on a health topic of your choice. One of your responsibilities is to create an annotated bibliography that serves as a useful resource for your peers who may want to look up information on a health topic, beyond what your textbook provides. Furthermore, you will present information on your topic from a global sustainability perspective. Your work should include a critical analysis of the topic, considering issues across race, class, age, gender, religion and ability/disability groups. Your project should explore and apply the concept of sustainability within and/or across two or more of the following interconnected concerns:

1. Environmental Literacy: physical, chemical and biological components of natural systems and interactions among them; humans are part of and powerfully affect natural systems; environmental challenges
2. Ethical Sensitivity: my values, attitudes, and behaviors have global consequences; future generations have rights; people in poverty and other cultures and societies have basic rights
3. Intergenerational responsibility/stewardship/environmental justice
4. Interconnectedness of environmental, ecological, social, political and economic systems
5. Systems thinking and global sustainability (interdependency/cross/cultural awareness)
6. Environmental systems and global sustainability (maintaining environmental health of interdependent natural systems/sustainability challenges and possible solutions from the perspectives of basic natural sciences, environmental science, applied sciences and technology)
7. Economic systems and global sustainability (global resource equity/ecosystem services/ecological economics/globalization/triple bottom line/microcredit/local sustainable development strategies)
8. Social systems and global sustainability (social justice and human rights/global health/indigenous cultures’ rights/resource distribution/governance)
9. Personal action (personal responsibility/critical thinking/problem solving/project planning/accountability/lifelong learning)
10. Collective action (local and global responsibility/community-based decision-making/designing sustainable systems/structural solutions/role of science and technology/democracy/public discourse and policy)

In this project, you should use several supporting peer-reviewed documents to go beyond what may be covered in your course textbook, along with consumer-friendly and community resources. Your presentation has a lot of room for creativity. In-class participation activities should be used to further describe and apply concepts and services related to your health topic. A rubric will be provided.

Special Text Discussion

In lieu of a final exam, you will select and read one of the three optional texts listed on the first page of this syllabus. Following completion of the text, you will work as a group to analyze the text and synthesize what you have read with the numerous aspects of global sustainability that have been explored over the duration of this course. Lastly, you will engage the class in meaningful discussion that links your text to one or more aspects of global sustainability.

**Assignment Details**

All assignments are to be typed following APA guidelines. All sources used in developing the assignment MUST be cited in an APA-style bibliography. Undergraduate-level writing at the highest level is expected. All assignments must be submitted electronically and on time (via Blackboard). **No late assignments will be accepted**.