Syllabus
Changing Health Policy through Cultural Understanding and Epidemiological Analysis
EPID606/Spring 2021
Credits 4 units

Time: Tuesdays 10:00 to 11:50am   Thursdays 10:00 to 11:50am

Location: Live Online

Instructor: Kacey Ernst, PhD; Room A246; kernst@email.arizona.edu, 520-626-7374
Priscilla Magrath, PhD; Room A210, pmagrath@email.arizona.edu, 520-626-2850

Instructor Availability:
Kacey Ernst Office Hours: Call or email
Priscilla Magrath Office Hours: Wednesdays 2-3 pm or by appointment

Catalog Description: Students will develop the skills to work in another culture by discovering how culture influences health, finding existing data, analyzing and interpreting it in appropriate cultural contexts to form policy.

Course Prerequisite:
- CPH 573A Basic Principles of Epidemiology
- CPH 576A Biostatistics in Public Health

Course Description
To make a genuine contribution to improve health in another culture one must first acquire an intimate understanding and respect for local communities, a variety of cultures and belief systems, and their people. Such knowledge will facilitate the gathering of pertinent data, allow for the assessment of community needs and assets, and subsequently the prioritization of those needs.

The purpose of this course is to assist the student in understanding health issues from the perspective of another country; the influence of cultural perceptions and representations in matters of health, health seeking and health policy making; and the role of data in health planning and programming. Students will critically review data available from Demographic and Health Survey datasets, and relate this data to national health policies. They will then formulate a proposed change in national policy or the implementation of an existing policy and to explain how this could improve the health of the people living in that nation. The course culminates in the students presenting their proposal to a panel of experts, focusing on how the proposed plan can improve health.
of the community. This course strives to be pragmatic preparation for what the College anticipates its graduates will be able to do: i.e., champion and advocate for a cause that will improve the health of the public.

In Spring 2021 we will focus on Indonesia and we will work in collaboration with University of Indonesia. The course will use a seminar format with student-faculty interaction stimulated by a mixture of presentations by both students and instructors. There are four foundational modules covering: (i) Metrics in global health (ii) Cultural perceptions of health; (iii) the social life of policy and (iv) poverty and development. Students are expected to read at least 3 key texts in preparation for each of the weekly discussion classes. Students must read the material and be prepared and willing to enter class discussions. Students will also write a one-page summary from each module. There will also be lab sessions where students learn to analyze relevant data. Over the course of the semester, students will be responsible for developing a basic understanding of the way local cultures influence health and health policy in Indonesia, researching health data from Indonesia, reviewing existing policies pertinent to the health data, and then developing a health policy or policy implementation plan that addresses a health issue of particular interest to them.

Course Objectives and Expected Learning Outcomes:

• Course Objectives

During this course students will:
1. Develop an understanding and respect for how culture and socio-behavioural norms may influence health.
2. Gain an understanding of the international agreements on improving the health (Sustainable Development Goals)
3. Carry out intensive literature reviews to identify the cultural context of key global health drivers and policies in place to address them.
4. Gain a working knowledge of Demographic and Health Survey data
5. Understand the limitation and the utility of international “health” datasets
6. Conduct basic statistical analyses using DHS data to identify patterns in health outcomes.
7. Prioritize health issues based upon statistical analyses and what is culturally and politically feasible
8. Learn to identify key gaps between written policies and enacted policies.
9. Learn to develop and defend a culturally appropriate policy or implementation plan for health action.

• Learning Outcomes (Competencies Obtained):

Upon completion of this course students will be able to:

MPH Core Competencies

Domain 1: Evidence-based Approaches to Public Health
1. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate
2. Interpret results of data analysis for public health research, policy or practice

Domain 2: Public Health & Health Care Systems
3. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings
4. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels

**Domain 3: Planning & Management to Promote Health**

5. Assess population needs, assets and capacities that affect communities’ health
6. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs
7. Design a population-based policy, program, project or intervention

**Domain 4: Policy in Public Health**

8. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence
9. Advocate for political, social or economic policies and programs that will improve health in diverse populations
10. Evaluate policies for their impact on public health and health equity

**Domain 6: Communication**

11. Communicate audience-appropriate public health content, both in writing and through oral presentation
12. Describe the importance of cultural competence in communicating public health content

**Domain 8: Systems Thinking**

13. Apply systems thinking tools to a public health issue

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**MPH Epi Competencies**

1. Search, describe and summarize findings from the scientific literature to describe the epidemiology of public health problems, identify health disparities and identify risk factors.
3. Calculate appropriate measures of disease frequency and excess risk.
   - Individual Homework, Final Report: Students conduct analyses on the Demographic and Health Survey Data for their assigned country. This includes primarily frequencies, stratified frequencies, some chi-square and confidence interval calculation to assess differences between groups.
4. Interpret these epidemiological data analyses in the context of published literature and communicate key findings to various audiences.
   - Final presentation: Students must prepare a 15 minute presentation for the final presentation. The final presentation panelists are treated as “legislators” and are often community members, individuals from other departments on campus, etc. They must develop and present very succinct and clear theses on their selected topic.

**MS Epi Competencies**

6. Demonstrate ability to manage and analyze epidemiological data from a variety of sources.
   - Final Report: Students must integrate their findings from the DHS data with other sources of data including global rankings, to create an overall picture of the status of health in relation to the health issue under study.
7. Organize and deliver clear presentations of research findings in varying professional formats to diverse audiences.
   - Final presentation: Students must prepare a 15-minute presentation for the final presentation. The final presentation panelists are treated as “legislators” and are often community members, individuals from other departments on campus, etc. They must develop and present very succinct and clear theses on their selected topic.
**PhD Epi Competencies**

1. Prepare scientific research or program proposals that articulate specific aims, summarize appropriate background literature, describe study methodology and identify significance and limitations of the approach.
   - Final Report: The final report is a proposed policy change or program to implement current policy that addresses a fundamental health problem within the country. These reports do not follow a traditional NIH format, however, they do require background, justification, and describe the process or methods to achieve the program or policy.

5. Lead group interactions competently, ethically, respectfully and professionally to diverse audiences.
   - Group work: Students work within their groups all semester. They are given a final peer evaluation. If there are challenges with group dynamics, they are guided towards more ethical and respectful means of communicating among group members.

6. Organize and deliver clear presentations of research findings in varying professional formats to diverse audiences.
   - Final presentation: Students must prepare a 15 minute presentation for each topic and the final presentation. The final presentation panelists are treated as “legislators” and are often community members, individuals from other departments on campus, etc. They must develop and present very succinct and clear theses on their selected topic.

**MPH Global Competencies**

1. Develop governmental policies to improve the health of populations in low and middle incomes countries.
2. Analyze the strengths and weaknesses of interventions that address the major global health issues for women and children.
3. Display critical self-reflection, cultural humility, and ongoing learning in global health

**Course Notes:** Class PowerPoint presentations will be posted on D2L.

**Required Texts or Readings:**

All other readings are posted on D2L by week of assignment. A schedule of readings is included within the course schedule below. There will be 3-5 readings assigned per class.

**Required or Special Materials:** STATA SE access is required, or SAS

**Course Requirements:**
- Self-reflection
  - During the first week of this semester you will list your top 5 learning goals for this course in a D2L Discussion post.
- Peer assessments
  - At the end of the semester, assess yourself and your peers and turn your evaluation in to the instructors

Version: 2 2 2021
• Module summary assignments
  o For each of the four modules students will read the required course materials carefully and come
to class prepared for in-depth discussion of the content of the materials and implications for their
health policy brief
  o For each module each student will write a one page summary report to be submitted at the end of
the module, as follows:
    o Select one reading and answer the following questions:
      (i) What are the key messages/arguments/conclusions of the reading? What did the authors say?
Why are they saying it? Who or what are they writing against? (2 points)
      (ii) What evidence was used to back up these messages? (1 point)
      (iii) What is your take on the reading (1 point)
      (iv) What are the implications for your Indonesia policy brief – things to look out for, emphasize
or avoid

Final project
  o Your student team is expected to have selected the topic area for their policy or policy
implementation project by mid-term and the teams should spend the second half of the semester
developing their policy or policy implementation plan incorporating the DHS data and pertinent
existing policies.
  o Students are expected to do extensive background research on Indonesia and on the selected
topic for the policy brief. Some materials will be provided in D2L.
  o One week before your final presentation, your team will submit a 2-page brief that will be shared
with the “legislative panel” that will come into class for the final presentation.
  o Your team will submit a scholarly report on the final day of class providing background on the
policy including: why and how the policy was selected and justification for the design of the
policy brief. A maximum of 15 pages, double-spaced are allowed for the final paper which is due
the date of the final exam for the course.
  o For the Final Presentation, students will present their policy to a panel of Indonesian experts who
will provide feedback. The presentation will include 15-20 minutes of presentation followed by 1
hour of questioning by guests and instructors.

• Individual assessments
  o Two individual analysis reports will be required to evaluate progress on individual data
analytical skills.

• Grading Scale/Student Evaluation and Policies:

<table>
<thead>
<tr>
<th>Assessment Methods</th>
<th>Due Dates</th>
<th>Total Points</th>
<th>Percent (point%) as the Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1 Summary</td>
<td>1/28/2021</td>
<td>5</td>
<td>5%</td>
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<tr>
<td>Data Analysis Report 1</td>
<td>2/18/2021</td>
<td>5</td>
<td>5%</td>
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<tr>
<td>Module 1 Class Participation</td>
<td>Various</td>
<td>5</td>
<td>5%</td>
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<tr>
<td>Module 2 Summary</td>
<td>2/18/2021</td>
<td>5</td>
<td>5%</td>
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<tr>
<td>Module 2 Class Participation</td>
<td>Various</td>
<td>5</td>
<td>5%</td>
</tr>
<tr>
<td>Module 3 Summary</td>
<td>3/25/2021</td>
<td>5</td>
<td>5%</td>
</tr>
</tbody>
</table>
### Module 3 Class Participation
- Various
- 5
- 5%

### Data Analysis Report 2
- 4/1/2020
- 5
- 5%

### Module 4 Summary
- 4/15/2021
- 5
- 5%

### Module 4 Class Participation
- Various
- 5
- 5%

### Final presentation (group work)
- 4/27/2021
- 20
- 20%

### Final peer evaluation
- 5/12/2021
- 10
- 10%

### Final report (group work)
- 5/12/2021
- 20
- 20%

### TOTAL
- 100
- 100%

- Grade scale for the final grade:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percent</th>
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<tbody>
<tr>
<td>A</td>
<td>90%-100%</td>
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<tr>
<td>B</td>
<td>80%-89%</td>
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<tr>
<td>C</td>
<td>70%-79%</td>
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<tr>
<td>D</td>
<td>60%-69%</td>
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<tr>
<td>E</td>
<td>&lt; 60%</td>
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University policy regarding grades and grading systems is available at: [http://catalog.arizona.edu/policy-type/grade-policies](http://catalog.arizona.edu/policy-type/grade-policies)

**Absence and Class Attendance/Participation:** (Expected attendance, participation levels)

In-person: This course is designed to be highly interactive. All students must attend and engage in discussion each class period. All holidays or special events observed by organized religions will be honored for those students who show affiliation with that religion. Absences pre-approved by the UA Dean of Students (or Dean’s designee will be honored.)

Please respect your group and notify them if you will be absent during the class so that you can coordinate providing them with your sections of reports and so they are aware if you may not be able to participate in one of the group presentations.

If you are a parent and you find yourself without childcare for whatever reason or need to nurse your child, please feel free to bring them to class including virtually as needed. We are public health!

The UA’s policy concerning class attendance, participation, and administrative drops is available at: [http://catalog.arizona.edu/policy/class-attendance-participation-and-administrative-drop](http://catalog.arizona.edu/policy/class-attendance-participation-and-administrative-drop)

The UA policy regarding absences for any sincerely held religious belief, observance or practice will be accommodated where reasonable, [http://policy.arizona.edu/human-resources/religious-accommodation-policy](http://policy.arizona.edu/human-resources/religious-accommodation-policy).

Absences pre-approved by the UA Dean of Students (or Dean Designee) will be honored, [http://deanofstudents.arizona.edu/](http://deanofstudents.arizona.edu/)
**Course Schedule:**

<table>
<thead>
<tr>
<th>Week</th>
<th>Presenters</th>
<th>Topic/Item</th>
<th>Readings*</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>All</td>
<td>Course Introduction&lt;br&gt;What do you expect?&lt;br&gt;Group assignments&lt;br&gt;Overview of course&lt;br&gt;Computer lab&lt;br&gt;---DHS overview&lt;br&gt;---Make data requests</td>
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<td>Thurs.</td>
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<td>1/14</td>
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<tr>
<td>2</td>
<td>All for discussion</td>
<td>Module 1 Class 1 Discussion&lt;br&gt;Metrics in global health</td>
<td>Wendland&lt;br&gt;Eriksen</td>
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<tr>
<td>Tues.</td>
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<tr>
<td>1/19</td>
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<tr>
<td>3</td>
<td>Ernst</td>
<td>Computer lab all morning&lt;br&gt;Work through some examples for&lt;br&gt;- Understanding the use of sampling weights&lt;br&gt;- Recoding variables&lt;br&gt;- Frequencies&lt;br&gt;- Cross-tabs&lt;br&gt;- Confidence intervals</td>
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<td>Thurs.</td>
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<td>1/21</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Reading</td>
<td>Notes</td>
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<tr>
<td>3 Tuesday</td>
<td>All for Discussion</td>
<td>Module 1 Class 2</td>
<td>Biruk Tichenor Magrath</td>
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<tr>
<td>1/26</td>
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<td>Metrics in Global Health</td>
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<tr>
<td>4 Thurs</td>
<td>Ernst/Magrath</td>
<td>Getting started with analysis (Kacey) and case studies from Indonesia related to Metrics (Priscilla).</td>
<td>Module 1 Summary due</td>
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<td>1/28</td>
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<tr>
<td>5 Tues</td>
<td>All for Discussion</td>
<td>Module 2 Class 1</td>
<td>Nichter Ch. 1 Livingstone Hay</td>
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<td>2/2</td>
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<td>Cultural Perceptions</td>
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<tr>
<td>6 Th.</td>
<td>Ernst</td>
<td>Computer lab all morning</td>
<td>Come with your datasets downloaded!</td>
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<td>2/4</td>
<td></td>
<td>• Chi square</td>
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<td>• Anova</td>
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<td>• Confidence intervals</td>
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<tr>
<td>7 Tue.</td>
<td>All for Discussion</td>
<td>Module 2 Class 2</td>
<td>Nichter Klein Gryseels</td>
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<tr>
<td>2/9</td>
<td></td>
<td>Cultural Perceptions</td>
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<tr>
<td>Date</td>
<td>Event</td>
<td>Topic</td>
<td>Instructor(s)</td>
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<tr>
<td>8 2/11</td>
<td>Guests: Indonesia panel</td>
<td>Indonesia Dialogue</td>
<td>Indonesia reports and readings</td>
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<tr>
<td>9 2/16</td>
<td>Class Discussion</td>
<td>Module 2 Class 3 Cultural Perceptions</td>
<td>Awah, Hildebrand, Harvey</td>
<td></td>
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<tr>
<td>10 2/18</td>
<td>Students present Report 1 Analysis</td>
<td>Computer Lab Trouble shooting and Review</td>
<td>Data Analysis Report 1 due</td>
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<tr>
<td>11 2/23</td>
<td>Guest: Alejandro</td>
<td>How to develop a policy brief?</td>
<td>Module 2 Summary Report Due</td>
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<td>How to identify and select ‘stakeholders’</td>
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<td>and who are they?</td>
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<td>12 2/25</td>
<td>Reading Day – No Class</td>
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<tr>
<td>13 3/2</td>
<td>Class Discussion</td>
<td>Module 3 Class 1 Social Life of Policy</td>
<td>Mosse, Nichter, Pfeiffer, Guerra-Reyes</td>
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<td>14 3/4</td>
<td>Ernst</td>
<td>Policy Brief guide</td>
<td>Structure of a policy brief</td>
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<td></td>
<td></td>
<td>• Overview of CDC policy analysis framework</td>
<td>Policy statement format</td>
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<tr>
<td>15 3/2</td>
<td>Reading Day – No Class</td>
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<tr>
<td>Date</td>
<td>Time</td>
<td>Lecturer/Guest</td>
<td>Topic</td>
<td>Details</td>
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<td>3/9</td>
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<tr>
<td>16</td>
<td>TH.</td>
<td>Ernst</td>
<td>Data Analysis for Policy Brief</td>
<td>Ground work on how to assess policy impact on outcome of interest</td>
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<tr>
<td>11</td>
<td>3/11</td>
<td></td>
<td></td>
<td>Overview of methods</td>
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<tr>
<td>17</td>
<td>Tues</td>
<td>Class Discussion</td>
<td>Module 3 Class 2 Social Life of Policy</td>
<td>Magrath Shiffman Padmawati</td>
</tr>
<tr>
<td>3/16</td>
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<tr>
<td>18</td>
<td>Thurs</td>
<td>Heather Carter</td>
<td>How to get policy through the legislature Lessons learned in the US context</td>
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<td>3/18</td>
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<tr>
<td>20</td>
<td>Tues</td>
<td>Class Discussion</td>
<td>Module 3 Class 3 Social Life of Policy</td>
<td>Magrath &amp; Nichter McInnes Dorfman</td>
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<td>3/23</td>
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<tr>
<td>21</td>
<td>Thurs</td>
<td>Ernst</td>
<td>Data Analysis for Policy Brief</td>
<td>Pre-post assessments of policy changes in Indonesia</td>
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<tr>
<td>3/25</td>
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<td>Module 3 summary due</td>
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<tr>
<td>22</td>
<td>Tues</td>
<td>Class Discussion</td>
<td>Module 4 Class 1 Poverty and Development in Indonesia</td>
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<td>3/30</td>
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<tr>
<td>Date</td>
<td>Time</td>
<td>Instructor</td>
<td>Activity Description</td>
<td>Assignment/Dates</td>
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<tr>
<td>23 Thurs.</td>
<td>4/1</td>
<td>Ernst</td>
<td>Data Analysis for policy briefs&lt;br&gt;• Open lab for analysis for supporting policy</td>
<td>Data Analysis report 2 due</td>
</tr>
<tr>
<td>24 Tues.</td>
<td>4/6</td>
<td></td>
<td>Class Discussion&lt;br&gt;Module 4 Class 2 Poverty and Development</td>
<td>Pfeiffer Crisp</td>
</tr>
<tr>
<td>25 Thurs.</td>
<td>4/8</td>
<td>Ernst</td>
<td>Data Analysis for policy briefs&lt;br&gt;• Open lab for analysis for supporting policy</td>
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<tr>
<td>26 Tues.</td>
<td>4/13</td>
<td></td>
<td>Module 4 Class 3 Poverty and Development</td>
<td>Chang Fergusson</td>
</tr>
<tr>
<td>27 Thurs.</td>
<td>4/15</td>
<td>Ernst</td>
<td>Data Analysis for policy briefs&lt;br&gt;• Open lab for analysis for supporting policy</td>
<td>Module 4 summary due</td>
</tr>
<tr>
<td>28 Tues.</td>
<td>4/20</td>
<td></td>
<td>GROUP WORK INDEPENDENTLY FOR FINAL PROJECT DR. ERNST and DR. MAGRATH AVAILABLE [VIRTUALLY OR IN-PERSON] FOR SMALL GROUP MEETINGS</td>
<td></td>
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<tr>
<td>29 Thurs.</td>
<td>4/22</td>
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<td>Practice for Groups – this is a “dress rehearsal” Dr. Magrath and Dr. Ernst and classmates to provide critical feedback</td>
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<tr>
<td>30 Tues</td>
<td>4/27</td>
<td>Indonesia guests</td>
<td>Indonesia presentation</td>
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</tbody>
</table>

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**Communications:** You are responsible for reading emails sent to your UA account from your instructor and the announcements that are placed on the course website. Information about readings, news events, your grades, assignments and other course related topics will be communicated to you with these electronic methods. The official policy can be found at: [https://www.registrar.arizona.edu/personal-information/official-student-email-policy-use-email-official-correspondence-students](https://www.registrar.arizona.edu/personal-information/official-student-email-policy-use-email-official-correspondence-students)

**Accessibility and Accommodations:**
At the University of Arizona, we strive to make learning experiences as accessible as possible. If you anticipate or experience physical or academic barriers based on disability or pregnancy, you are welcome to let me know so that we can discuss options. You are also encouraged to contact Disability Resources (520-621-3268) to explore reasonable accommodation. If our class meets at a campus location: Please be aware that the accessible table and chairs in this room should remain available for students who find that standard classroom seating is not usable. For additional information on Disability Resources and reasonable accommodations, please visit [http://drc.arizona.edu/students](http://drc.arizona.edu/students)

**Code of Academic Integrity**
Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercise must be the product of independent effort unless otherwise instructed. Students are expected to adhere to the UA Code of Academic Integrity, available through the office of the UA Dean Students: [http://deanofstudents.arizona.edu/policies-and-codes/code-academic-integrity](http://deanofstudents.arizona.edu/policies-and-codes/code-academic-integrity)

**Classroom Behavior:** (Statement of expected behavior and respectful exchange of ideas):
Present policies to foster a positive learning environment, including use of cell phones, mobile devices, etc.). Students are expected to be familiar with the UA Policy on Disruptive Student Behavior in an Instructional Setting found at: [http://policy.arizona.edu/education-and-student-affairs/disruptive-behavior-instructional-setting](http://policy.arizona.edu/education-and-student-affairs/disruptive-behavior-instructional-setting)

**Threatening Behavior Policy:** The UA Threatening Behavior by Students Policy prohibits threats of physical harm to any member of the University community, including to one’s self, [http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students](http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students)

**Nondiscrimination and Anti-Harassment Policy:**
The University of Arizona is committed to creating and maintaining an environment free of discrimination, [http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy](http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy)

**UA Smoking and Tobacco Policy:**

| Th 4/29 | No class – work on final report | Final Exam Week | Final papers due 5/12/2021 at 5pm |

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The purpose of this Policy is to establish the University of Arizona’s (University) commitment to protect the health of University faculty, staff, students, and visitors on its campuses and in its vehicles, http://policy.arizona.edu/ethics-and-conduct/smoking-and-tobacco-policy

**Syllabus Changes:** Information contained in the course syllabus, other than the grade and absence policies, may be subject to change with reasonable advance notice, as deemed appropriate by the instructor.

**Plagiarism:** What counts as plagiarism?
- Copying and pasting information from a web site or another source, and then revising it so that it sounds like your original idea.
- Doing an assignment/essay/take home test with a friend and then handing in separate assignments that contain the same ideas, language, phrases, etc.
- Quoting a passage without quotation marks or citations, so that it looks like your own.
- Paraphrasing a passage without citing it, so that it looks like your own.
- Hiring another person to do your work for you, or purchasing a paper through any of the on- or off-line sources.

**Gender Pronoun Guideline**
It is already UA policy that class rosters are provided to instructors with a student’s preferred name. Students may share their preferred name and pronoun with members of the teaching staff and fellow students, as desired, and these gender identities and gender expressions will be honored in this course. As the course includes group work and in-class discussion, it is critical to create an educational environment of inclusion and mutual respect. In this class, to be inclusive of all gender identities and expressions, students will be referred to by their first or last names, the pronoun of their choice, or by default, the pronoun “they”.

**Content Advisory Guideline**
This course may contain material of a mature nature, which may include explicit language, depictions of nudity, sexual situations, and/or violence. The instructor will provide advance notice when such materials will be used. Students are not automatically excused from interacting with such materials, but they are encouraged to speak with the instructor to voice concerns and to provide feedback. http://gened.arizona.edu/content/course-syllabus-guidelines.”

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