The College of Liberal Arts and Sciences

Proposal for a Major in Global Health Studies (BA, BS)
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November 12, 2014

OVERVIEW
There are many definitions of global health, but at the University of Iowa we have defined it as “an area of study, research and practice that places a priority on improving health and achieving equity in health for all people worldwide.” Global health emphasizes transnational health issues, determinants, and solutions; it involves many disciplines within and beyond the health sciences including, for example, business, law, engineering, social sciences, and the humanities. It promotes interdisciplinary collaborations and maintains numerous research and practice linkages with international universities and institutions. Issues in the field include the social determinants of health, healthcare disparities, infectious and non-communicable diseases, environmental challenges, and human rights as well as economic development, and health policy and health systems.

For almost twenty-five years, the Global Health Studies Program (GHSP) at the University of Iowa has been a model of interdisciplinary education that engages students, faculty, and staff in real-world health problems and challenges them to embark on global health careers. The GHSP was among the first such programs nationally, and global health studies at Iowa are distinctive in being rooted in a broad interdisciplinary base that commingles the health sciences with the humanities and the social sciences and the other professional schools so as to better understand the underlying forces that shape health and illness such as technology, economics, politics, law, gender/sexuality, history, and culture. This paradigm for global health was deliberate and remains unique.

RATIONALE FOR THE MAJOR
Since the program’s inception, the certificate in Global Health Studies has represented the program’s principle educational outcome and requires the completion of both core and elective courses together with a research project undertaken abroad.

Fifteen undergraduates are currently enrolled in the certificate program, which has competitive admissions standards and has thus remained small. The introduction of a minor in Global Health Studies in 2000 and the establishment of the majors in International Studies and Interdepartmental Studies with a track or emphasis area in global health have helped to create a dramatic increase in student interest in global health and global health courses. For example, over the past decade there has been a quadrupling in student enrollment in Global Health Studies’ courses (see Figure 1). This is also reflected in the formation of a student-run Global Health Club in 2006 that has had over 50 members. Currently 105 undergraduates are pursuing a global health studies certificate, minor, track, or emphasis area. This growing interest
suggests that a major would be an important option for students, with the new program having more visibility than the current certificate, minor, or tracks. Accordingly, our proposal is to strengthen global health studies at the UI by the creation of a major open to all CLAS undergraduate students, offered as both a BA and a BS.

As well as providing additional access to an important field of study, a major creates an opportunity for more in-depth course work and thus better prepares students to enter a range of health professions, with the BA and BS giving the students flexibility needed to fulfill the requirements of a range of programs in the health professions. The interdisciplinary nature of the program will also prepare students for graduate studies in areas such as social work, urban and regional planning and international development.

Figure 1: Enrollment in Global Health (GHS/152) undergraduate courses

<table>
<thead>
<tr>
<th>Year</th>
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<tr>
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**Administrative Home and Advisory Board**

The administrative home of the proposed major is the Division of Interdisciplinary Programs in the College of Liberal Arts and Sciences. The current Director of Global Health Studies will serve as the DEO for the program of study and for the continuing certificate and minor in Global Health Studies. An advisory board, composed of representatives from key departments offering courses in this area, currently makes recommendations concerning the Global Health Studies curriculum, application requirements, admissions standards, and any exceptions to requirements of the minor or certificate. In the future, this advisory board also would include the oversight of the major in global health studies.
ADVISING
Entering students with 24 or fewer semester hours will be advised at the Academic Advising Center. Students with more than 24 s.h. will be advised within the program of study by the professional advisor who currently advises for the Global Health Studies certificate and minor and for the International Studies major. Since the major in Global Health Studies is flexible, drawing on courses across the humanities and social sciences, students will work closely with the professional academic advisor to plan a program of study while receiving encouragement to pursue related programs of studies and experiential learning opportunities.

DUPICATION OF CREDENTIALS AND OF CREDIT HOURS
Students earning the major in Global Health Studies will not be allowed to earn either the certificate or the minor in Global Health Studies. Additionally, students pursuing the major will be able to earn the International Studies major but will not be allowed to choose the Global Health Studies track. The same rule will apply to the Interdepartmental Studies major Health Science track with the emphasis area in Global Health.

In additional cases of duplication of course work, a total of 9 s.h. may be double counted from another major, minor, or certificate toward the requirements of the Global Health Studies major. General Education courses are excluded from this count of 9 s.h. since the College allows GE courses to be counted multiple times for any program of study as well as for GE requirements. Students will be advised and monitored closely on the above rule, with the professional advisor having oversight for compliance, as is currently part of routine advising tasks.

REQUIRED RESOURCES
Most of the courses for the major already exist as core or elective courses under the auspices of the Global Health Studies Program. Two new courses have been created (Introduction to Global Health Studies and Global Health Studies Service Learning). The creation of a new faculty line in Global Health Studies, jointly appointed in the Department of Anthropology and in Global Health Studies, provides a faculty member to teach Introduction to Global Health Studies. The other new course will be developed and taught by existing faculty and staff. Support for workshops, conferences, and administration are provided to the Global Health Studies Program through International Programs. In summary, additional resource needs are not anticipated.

REQUIREMENTS FOR THE BA
The Bachelor of Arts with a major in Global Health Studies requires a minimum of 120 s.h., including at least 37 s.h. of course work for the major with the BA. Students must maintain a GPA of at least 2.00 in all courses for the major and in all UI courses for the major. Students must also complete the College of Liberal Arts and Sciences General Education Program requirements. (See below for additional requirements for the BS.)

WORLD LANGUAGE AND CULTURE REQUIREMENT
All students must complete this requirement, choosing option A or B, below. Credit hours required will vary.
Option A: Students may complete a minimum of two semesters of language study beyond that required by the General Education Program. This additional language requirement may be met either by completing two semesters of upper-level study in the same language used to fulfill the General Education Program’s World Languages requirement or by completing two semesters, or the equivalent, of a second world language at any level.

Option B: Students may complete the World Language and Culture requirement for the major in Global Health Studies by completing 6 s.h. of area studies courses selected from a list of courses approved for one geographical track of the International Studies major, such as African Studies or East Asian Studies. (See the General Catalog for a list of these areas and their related courses.)

FOUNDATION
The following courses are required:

- GHS:2000  Intro to Global Health Studies (3 s.h.)
- GHS:3030  Global Health Conference (1 s.h.)
- GHS:3720  Global Health Seminar (3 s.h.)
- GHS:4210  International Health (3 s.h.)

GLOBAL HEALTH PERSPECTIVES AND PRACTICES
To provide an appreciation of the interdisciplinary nature of Global Health Studies, each semester students choose from a wide range of courses on topics which reflect the breadth of the field.

- A minimum of 18 s.h. is required, chosen from an approved list of courses. See Appendices A and B for the approved list of courses.
- Students must complete at least 12 s.h. of courses number 3000 or over.

CAPSTONE EXPERIENCE
A capstone experience is required. The requirement provides an opportunity for students to apply the knowledge and skills learned in the classroom to real-world global health issues. The capstone may be satisfied by an approved study abroad program, a service-learning course, or a research course/project. While it is strongly suggested that the capstone be undertaken in an international setting, domestic opportunities also provide many experiences related to global health issues, such as working with immigrants, refugees, and with other local health issues that have global implications.

A minimum of 3 s.h., chosen from the following list of courses or experiences with an academic component is required. For more information about these courses, see the appendices.

COURSES
- GHS:3010  Identifying and Developing Global Health Project, 3 s.h.
GHS:4000  Global Health Service Learning, 3 s.h.
GHS:4126  International Service Learning: Xicotepec, 3 s.h.
GHS:4990  Special Projects Global Health, 3 s.h.
and
- Global Health Studies-themed Winterim in India course, 3 s.h.
- Global Health Studies-themed study abroad program, with an academic report and presentation assessing the experience after its completion, 3 s.h.

**REQUIREMENTS FOR THE BS**
The BS will appeal to some students choosing to enter professional programs requiring course work in math and sciences for admission. Students with an interest in the professional health sciences programs will be encouraged to meet with a professional advisor about selecting courses for those programs, which also require additional courses than those for the BS in Global Health Studies.

The major with the BS degree requires a minimum of 48 s.h. Students must complete all of the above requirements for the BA and the additional requirements below.

**NATURAL SCIENCES (BS)**
BS students must complete a minimum of one of following sequences in the natural sciences, with a least one lab:

1. Chemistry and Biology: CHEM:1070 and BIOL:1141 or CHEM:1110 and BIOL:1141 or CHEM:1110 and BIOL:1411 or CHEM:1110 and BIOL:1412
2. Chemistry: CHEM:1110 and CHEM:1120
3. Physics: PHYS:1511 and PHYS:1512
4. Chemistry and Physics: CHEM:1070 and PHYS:1400 or CHEM:1110 and PHYS:1511

Please see Appendix D for a description of these courses.

**MATHEMATICS AND STATISTICS (BS)**
BS students must complete at least one semester of calculus or statistics; in some cases, students also may need to complete at least one pre-calculus mathematics course, depending on math placement.

One of these:
MATH:1380 (22M:017) Calculus and Matrix Algebra for Business 4 s.h.
MATH:1460 (22M:016) Calculus for the Biological Sciences 4 s.h.
MATH:1550 (22M:031) Engineering Mathematics I: Single Variable Calculus 4 s.h.
MATH:1850 (22M:025) Calculus I 4 s.h.

STAT: 1020 (22S:025) Elementary Statistics 3 s.h.
or
any higher-level statistics course (minimum 3 s.h.)

These combinations can be used to fulfill the General Education Program requirement. Students should consult with their advisors concerning specific courses that satisfy these requirements.

HONORS IN THE MAJOR

Students will be able to graduate with honors in the Global Health Studies major (BA and BS) and must complete these additional requirements:

- Maintain a grade-point average of at least 3.33 in the UI GPA and in the GPA for courses taken for the major.
- Complete a minimum of 6 s.h. of honors or contract honors courses within the GHS major coursework.
- Complete GHS:4991 Honors Thesis in Global Health Studies as the GHS Capstone Experience.
- Submit an acceptable honors thesis.
- Give an oral presentation or a poster board session of research findings.

Students will be advised to participate in ICRU (Iowa Center for Research by Undergraduates) and to apply for research scholarships. In addition to pursuing honors in their majors, undergraduate students have a variety of other opportunities for honors study and activities through membership in the University of Iowa Honors Program; however, membership in the UI Honors Program is not required in order to complete the honors GHS curriculum.

LEARNING OUTCOMES AND ASSESSMENT

Students completing the major in Global Health Studies will be able to:

- Identify factors that contribute to excess morbidity and mortality, including disparities in health status by gender, race, ethnicity, location, and economic status.
- Understand the contributions of trade, labor, food supply, sustainability, the environment, climate change and natural disasters, pharmaceuticals, international aid, human rights and conflict to health status.
Be aware of and assess the value of intervention strategies to promote health and to address major health problems and evaluate the effectiveness and sustainability of such interventions.

The success of students in entering appropriate graduate programs, professional schools, or entry-level positions in a relevant field will be used to help assess the above outcomes. Information will be collected from students in the form of an exit survey that asks questions related to future educational plans and careers as well as to the curriculum and the program. Additional assessment tools will be developed as needed, focusing on topics as recommended by the Advisory Board.

FOUR-YEAR GRADUATION PLANS FOR THE BA AND BS
Both the BA and BS are included on the four-year graduation plan.

FOUR-YEAR GRADUATION PLAN BA
The proposed major with the BA degree will participate in the four-year graduation plan:

Before the fifth semester begins: at least 6 courses in the major

Before the seventh semester begins: at least 12 courses in the major and at least 90 s.h. earned toward the degree

Before the eighth semester begins: at least 2 additional courses in the major

During the eighth semester: enrollment in remaining course work in the major, all remaining General Education courses, and a sufficient number of semester hours to graduate

FOUR-YEAR GRADUATION PLAN BS
The proposed major with the BS degree will participate in the four-year graduation plan:

Before the fifth semester begins: at least 10 courses in the major

Before the seventh semester begins: at least 14 courses in the major and at least 90 s.h. earned toward the degree

Before the eighth semester begins: at least 2 additional courses in the major

During the eighth semester: enrollment in remaining course work in the major, all remaining General Education courses, and a sufficient number of semester hours to graduate

SUMMARY
The proposed major with the BA or BS degree in Global Health Studies builds on the success of the GHS certificate, minor, and tracks, offering an attractive major for students in the area of global health studies. The interdisciplinary nature of the program prepares students for
graduate studies in areas such as social work, urban and regional planning and international development as well as for medical school and related health sciences programs. The major also prepares students for entry-level positions in the global health sector, both domestically and abroad. The program facilitates close faculty collaboration across disciplines within the College of Liberal Arts and Sciences and with other colleges and units, particularly in the health fields and with International Programs, helping to create a foundation for future discussions as related to the internationalization of health at UI that will benefit undergraduate students.

**APPENDIX A**

Students select from the following courses for the 18 s.h. elective requirement, choosing courses from at least two different course codes with at least 12 s.h. at or above 3000.

### GLOBAL HEALTH STUDIES COURSES

<table>
<thead>
<tr>
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<th>Credits</th>
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<tbody>
<tr>
<td>GHS:1100</td>
<td>Contraception Across Time and Cultures</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>GHS:1181</td>
<td>Ancient Medicine</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>GHS:2000</td>
<td>Introduction to Global Health</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>GHS:2150</td>
<td>Natural Environmental Systems</td>
<td>3-4 s.h.</td>
</tr>
<tr>
<td>GHS:2164</td>
<td>Culture and Healing for Future Health Professionals</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>GHS:2181</td>
<td>The Anthropology of Aging</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>GHS:2320</td>
<td>Anthropological Perspectives on Human Infectious Disease</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

Methods and history of contraception and abortion; issues of unwanted pregnancy and birth control in fiction, film, and media around the world. Same as WLLC:1100 (218:050).

Thematic examination of theories and practices of Greco-Roman physicians, which in turn became the medical tradition of medieval Islamic world and European medicine until mid-19th century; historical medical terms, theories, and practices. GE: Historical Perspectives. Same as CLSA:1181 (20E:081).

Introduction to multidisciplinary field of global health studies; underlying forces that shape health and illness; emphasis on real-world transnational health issues, determinants and solutions.

Environmental chemistry and biology of air, water, and soil quality, air and water pollution, limnology, global atmospheric change, fate and transport of pollutants; hazardous substances, risk analysis, standard setting. Prerequisites: CHEM:1110 (004:011). Same as CEE:2150 (053:050).

Health professions increasingly focused on how to best provide health care to culturally diverse populations; introduction to key cultural and social influences on sickness and healing; worldwide examples. Same as ANTH:2164 (113:091).

Comparative anthropological perspective on aging; ethnographies from diverse contexts used to examine intersections of kinship, religion, health, and medicine in later life. Same as ANTH:2181 (113:147), ASP:2181 (153:181).

Origin and evolution of important infectious diseases in human history; biological evolution of infectious agents and biocultural responses to emerging infectious diseases; primary focus on viruses and bacteria; selected world problems from an anthropological perspective; current dilemmas and those faced by diverse human groups in recent times and distant past. Same as ANTH:2320 (213:090).
GHS:3010 (152:150) Identifying and Developing a Global Health Project  
Preparation for an international experience (study abroad, service learning, volunteering, internship, or independent research project); addressing a global health issue in a systematic way.  

GHS:3020 (152:151) Proseminar in Global Health  
Important health problems and issues of a global and interrelated nature that affect the developed and developing world.  

GHS:3030 (152:152) Global Health Conference  
Annual research conference on major global health issues.  

GHS:3040 (152:119) Health in Mexico  
Use of anthropological perspectives to examine disease, healing systems, and ideas about health and the body in Mexico and its diaspora; relationships between structural conditions and historical and political transformations; ideas about gender and race; chronic and acute disease in Mexico; conquest and disease; racialized bodies; sexual health; biomedicine; shamanism; immigration and health; pollution and narcoviolence; readings in English. Same as ANTH:3111 (113:119).  

GHS:3050 (152:153) Global Aging  
Demographic factors that contribute to the world wide phenomena of population aging in context of WHO Active Aging and the United Nation’s Principles for Older Persons frameworks. Same as SSW:3135 (042:135), ASP:3135 (153:135).  

GHS:3060 (152:154) Studies in Complementary and Alternative Medicine  
Topics vary; may include studies in mind-body medicine; complementary and alternative medicine (CAM); group of medical and health care systems, practices, and products that are not considered to be part of conventional medicine; treatments used instead of standard ones (alternative treatments); nonstandard treatments used together with standard ones (complementary medicine); examples of CAM therapies (acupuncture, chiropractic, herbal medicines); approaches widely used in other parts of the world that may represent an important component of health care in a country (e.g., ayurvedic medicine in India).  

GHS:3070 (152:107) Hungry Planet: Global Geographies of Food  
Societal and environmental implications of past, current, and future global food supply examined from a geographical perspective; focus on questions of who eats what, where, and why; transformative history of agriculture, modern agribusiness and alternative food supplies, geopolitical implications of food production, food scarcity and rising food costs, urban versus rural agriculture, the obesity epidemic versus malnutrition, and the future of food. Same as GEOG:3070 (044:107).  

GHS:3102 (152:185) Medical Anthropology  
Major theoretical, methodological approaches; international health and development; biomedicine as a cultural system; ethnomedicine; anthropology and AIDS, human reproduction, epidemiology, ethnopsychiatry. Prerequisites: ANTH:1101 (113:003) or ANTH:2100 (113:010). Same as ANTH:3102 (113:185), CBH:5125 (172:173).  

GHS:3110 (152:121) Health of Indigenous Peoples  
Health problems and services for indigenous populations worldwide, from perspective of Fourth World postcolonial politics. Prerequisites: ANTH:1101 (113:003). Same as ANTH:3110 (113:121), AINS:3110 (149:121).  

GHS:3113 (152:145) Religion and Healing  
Historical evidence of religious healing in Christian, Hindu, Buddhist, Native American, and Shaman traditions.
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<th>Course Title</th>
<th>Credits</th>
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<td>Health Care and Health Reforms in Russia</td>
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<tr>
<td>GHS:3150</td>
<td>Media and Health</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>GHS:3151</td>
<td>The Anthropology of the Beginnings and Ends of Life</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>GHS:3152</td>
<td>Anthropology of Caregiving and Health</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>GHS:3151</td>
<td>Sustainable Development: India and the Global Context</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>GHS:3192</td>
<td>Environment and Health in Modern India</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>GHS:3326</td>
<td>Infectious Disease and Human Evolution</td>
<td>3 s.h.</td>
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<td>GHS:3555</td>
<td>Understanding Health and Disease in Africa</td>
<td>3 s.h.</td>
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<td>GHS:3720</td>
<td>Global Health Seminar</td>
<td>3 s.h.</td>
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<tr>
<td>GHS:3760</td>
<td>Hazards and Society</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>GHS:3780</td>
<td>U.S. Energy Policy in Global Context</td>
<td>3 s.h.</td>
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</table>

Same as ANTH:3113 (113:145), RELS:3580 (032:180).

Societal changes and their continuing effect on the Russian health care system since 1991; guest lectures from public health, nursing, medicine, cultural anthropology. Same as SLAV:3131 (041:104).

Potential and limits of mass media's ability to educate the public about health; research and theory on the influence of information and entertainment media; theories, models, assumptions of mass communication in relation to public health issues. Same as JMC:3150 (019:160), CBH:3150 (172:140).

Examination of diverse understandings of birth and death, drawing on anthropological analysis of personhood, kinship, ritual, and medicine; how social inequality and new technologies shape human experience at life's margins. Prerequisites: ANTH:1101 (113:003) or ANTH:2100 (113:010). Same as ANTH:3151 (113:151), ASP:3151 (153:151).

Diverse understandings and practices of care around the world; focus on relationships between caregiving practices and health across the life course. Same as ANTH:3152 (113:152), ASP:3152 (153:152).

Introduction to development in India; critical examination of current discourses on domestic sociological, economic, and ecological environmental effects of the current model of development; taught in Mysore, India.

Introduction to India's environmental and health traditions; major contemporary scenarios; taught in Mysore, India.

Infectious disease as a central and important role in evolution of modern humans; impact of important infectious diseases on human history through primary literature. Recommendations: evolutionary theory background or interest. Same as ANTH:3326 (213:153).

Cultural, historical, and political framework for the delivery of health care services in African nations. Recommendations: junior or higher standing. Same as IS:3555 (187:155).

Local and global dimensions of health and disease.

Introduction to social science perspectives on societal responses to natural and technological hazards; risk perception and communication, disaster management, social vulnerability, and risk assessment; case studies of recent major disasters (e.g., Haiti earthquake, Tohoku earthquake/tsunami/nuclear accident, Hurricane Katrina); current directions in hazards research, policy, and practice. Same as GEOG:3760 (044:175).

Historical and contemporary aspects of U.S. governmental planning and policy on a wide range of energy issues in
global context. Prerequisites: GEOG:1020 (044:003) or EES:1080 (012:008), and GEOG:1070 (044:019). Same as GEOG:3780 (044:120).

GHS:3850 (152:158) Promoting Health Globally 3 s.h.
Major global health threats in the United States and abroad; impact of culture, history, economics on health disparities; approaches, programs, policies to remedy them. Requirements: junior or senior standing, or certificate student. Same as HHP:3850 (027:176).

GHS:4000 (152:197) Global Health Studies Service Learning 3 s.h.
Service-learning projects with local community organizations; domestic opportunities which offer global health insights. (Also see Appendix C, below.)

GHS:4100 (152:125) Topics in Global Health 1-3 s.h.

GHS:4111 (152:131) Geography of Health 3 s.h.
Provision of health care in selected countries, with particular reference to the Third World; focus on problems of geographical, economic, cultural accessibility to health services; disease ecology, prospective payment systems, privatization, medical pluralism. Same as GEOG:3110 (044:131).

GHS:4126 (152:126) International Perspectives: Xicotepec 2-3 s.h.
Introduction to providing service to a community in a less developed country; student projects intended to improve community life in Xicotepec. Requirements: P3 standing. Same as PHAR:8788 (046:126), CEE:4788 (053:126).

GHS:4141 (152:141) Design for the Developing World 3 s.h.
Experience working on interdisciplinary teams to solve problems of the developing world; technologies for improving water and sanitation, energy, housing, and health; community building strategies, participatory methods, other techniques essential to good design; service learning component. Recommendations: junior or higher standing. Same as CEE:4141 (053:141).

GHS:4150 (152:139) Health and Environment: GIS Applications 3 s.h.
Applications of GIS and spatial analysis for studying health outcomes and exposure to environmental contaminants at different geographical scales. Same as GEOG:4150 (044:137).

GHS:4160 (152:137) History of Public Health 3 s.h.
State endorsed measures to avert or control disease in society. Same as HIST:4160 (16W:137).

GHS:4162 (152:138) History of Global Health 3 s.h.

GHS:4210 (152:111) International Health 3 s.h.
Urgent health problems in the developing world and among disadvantaged populations in developed countries; biological, social, cultural, political aspects of international health problems; applications of research methods from epidemiology, environmental health, social sciences. Same as EPID:4210 (173:111), OEH:4210 (175:111).

GHS:4220 (152:252) U.S. and Global Environmental Health Policy 3 s.h.
Major concerns in environment and human health, legislation enacted to deal with these concerns; emphasis on contemporary issues. Offered fall semesters of odd years. Requirements: for OEH:4220 (175:252)
GHS:4240 (175:197); for CEE:4220 (053:204) and CEE:2150 (053:050). Same as CEE:4220 (053:204), OEH:4220 (175:252).

GHS:4230 (152:182) Health Experience of Immigrants, Migrants, and Refugees 3 s.h.

GHS:4275 (152:195) Research Methods in Disaster Studies 3 s.h.
Epidemiologic study of disasters and their health consequences; research to identify and reduce health effects, research in context of response and preparedness. Same as EPID:4520 (173:175), OEH:4520 (175:175).

GHS:4340 (152:135) Global Health and Global Food 3 s.h.
Practices, patterns, and policies that contribute to the epidemics of obesity, diabetes, and heart disease in wealthy populations; environmental degradation, hunger, and malnutrition among impoverished populations; strategies to meet food and agricultural needs for the world; local/global aspects or perspectives on food/health concerns for Iowa and the international community. Same as HHP:4340 (027:135).


GHS:4600 (152:120) Global Health and Human Rights 2-3 s.h.
Requirements: sophomore or higher standing.

GHS:4605 (152:140) Disease, Politics, and Health in South Asia 2-4 s.h.
South Asia's long-term success lengthening lives and stopping disease, weighed against its continuing burden of infection, violence, pollution, and class-based suffering. Same as HIST:4605 (16W:140).


### APPENDIX B

**ADDITIONAL APPROVED COURSES OFFERED BY OTHER UNITS**

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<thead>
<tr>
<th>Aging Studies</th>
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<tr>
<td><strong>ASP:1800</strong></td>
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</tbody>
</table>
### College of Public Health

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MPH:5100 170:101</td>
<td>Introduction to Public Health</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>MPH:5500 170:171</td>
<td>Problems in Public Health (when topic is tobacco control and prevention)</td>
<td>arr.</td>
</tr>
</tbody>
</table>

### Community and Behavioral Health

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CBH:5205 172:130</td>
<td>Social Determinants of Health</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>CBH:5220 172:150</td>
<td>Health Behavior and Health Education</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

### Economics

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON:3760 06E:113</td>
<td>Health Economics</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

### Educational Policy and Leadership Studies

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPLS:5195 07B:195</td>
<td>Research in Cross-Cultural Settings</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

### English

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL:2560 008:084</td>
<td>Topics in Culture and Identity (when topic is Stories About HIV/AIDS)</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

*Not approved for credit for graduate or professional students*

### Gender, Women's and Sexuality Studies
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GWSS:3010</td>
<td>Transnational Sexualities in a Globalizing World</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>GWSS:3050</td>
<td>Topics in Gender, Women's &amp; Sexuality Studies</td>
<td>3 s.h.</td>
</tr>
<tr>
<td></td>
<td>(when topic is Non-Governmental Organizations, Development, and Sexuality)</td>
<td></td>
</tr>
<tr>
<td>History</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIST:7101</td>
<td>Research Seminar (Approved only when topic is: Reason and Passion in Global History)</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>(016):220</td>
<td>This is a graduate level course so undergraduates (juniors and seniors only)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>must ask permission from the instructor to enroll. Interested students can email <a href="mailto:paultgreenough@uiowa.edu">paultgreenough@uiowa.edu</a> and include in the email the following information: student’s majors/ minors/ certificates; UI grade point average; and background/ interest in Global Health Studies.</td>
<td></td>
</tr>
<tr>
<td>Occupational and Environmental Health</td>
<td></td>
<td></td>
</tr>
<tr>
<td>OEH:4240</td>
<td>Global Environmental Health</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

**APPENDIX C**

Below is information about the new the course GHS:4000 Global Health Service Learning, 3 s.h.

- The course will be offered with 25 seats in fall and spring
- Instructor will build relationships with local agencies/organizations working to ameliorate inequities caused by social determinants of health
- Instructor will work with agencies to identify the needs of the organization and a project that will address those needs; each semester, 5 projects will be identified, and students will work in teams of 5 students on each project
- Part of class time will be spent with instructor lecturing on social determinants of health
- Part of class time will be spent with teams reporting on their agencies and their projects
- The class meeting time will also include the time that students spend outside the classroom working on their projects with their agencies/ organizations
Students will produce a final paper on their project (or another product connected to their project such as a fundraising video etc.) and do a group presentation for the class.

Possible agencies/organizations include:
- Iowa City Free Medical Clinic
- Iowa Physicians for Social Responsibility
- Iowa United Nations Association
- Immigrant and Refugee resettlement programs
- Proteus
- Center for Worker Justice
- Johnson County Public Health
- Community Health Initiative, Haiti
- Goodwill
- DVIP
- Shelter House
- Free Lunch Program
- Table to Table
- Iowa Initiative for Sustainable Development

**APPENDIX D**

BS students must complete at least one of the following sequences in the natural sciences with at least one lab:

1. Chemistry and Biology: CHEM:1070 and BIOL:1141 or CHEM:1110 and BIOL:1141 or CHEM:1110 and BIOL:1411 or CHEM:1110 and BIOL:1412
2. Chemistry: CHEM:1110 and CHEM:1120
3. Physics: PHYS:1511 and PHYS:1512
4. Chemistry and Physics: CHEM:1070 and PHYS:1400 or CHEM:1110 and PHYS:1511

**BIOL:1141 (002:002) Introductory Animal Biology**


**BIOL:1411 (002:031) Foundations of Biology**

Unifying concepts of living systems; emphasis on common properties and processes; chemical and cellular basis of life, genetics, and evolution. Prerequisites: CHEM:1110 (004:011). GE: Natural Sciences with Lab.

**BIOL:1412 (002:032) Diversity of Form and Function**

Underlying unifying concepts of life; emphasis on diversity of living systems; the tree of life, cellular evolution, prokaryotic and eukaryotic diversity, plant and animal form and function; interactions...
among diverse forms of life and their environment. Prerequisites: BIOL:1411 (002:031). Requirements: grade of C- or higher in BIOL:1411 (002:031). GE: Natural Sciences with Lab.

CHEM:1070 (004:007) General Chemistry I 3 s.h.
Atomic structure, chemical bonds, mole relations, stoichiometry, states of matter, acids and bases, reaction rates, electrochemistry, nuclear chemistry. Requirements: elementary algebra. GE: Natural Sciences without Lab.

CHEM:1110 (004:011) Principles of Chemistry I 4 s.h.
Chemical bonding and chemical reactions; atomic and molecular structure, chemical equations, stoichiometry, gases, liquids, thermodynamics of phase changes, solutions, equilibrium, acids, bases, pH, elementary organic chemistry; the solid state, including modern materials; lecture, discussion, laboratory. Requirements: MATH:1005 (22M:008), or ACT math sub score of 24 and ALEKS score above 65%. Recommendations: Chemistry Diagnostic Test score of 16. GE: Natural Sciences with Lab.

CHEM:1120 (004:012) Principles of Chemistry II 4 s.h.
Continuation of CHEM:1110 (004:011); colligative properties of solutions, chemical thermodynamics, electrochemistry, chemical kinetics, chemical bonding, aspects of industrial chemistry, nuclear chemistry; lecture, discussion, laboratory. Prerequisites: CHEM:1110 (004:011). GE: Natural Sciences with Lab.

PHYS:1400 (029:008) Basic Physics 3-4 s.h.
Quantitative treatment of mechanics, electricity, heat, liquids, gases, and atomic, nuclear, and elementary particle physics. Prerequisites: MATH:1010 (22M:005). Recommendations: closed to students who have taken PHYS:1511 (029:011) or PHYS:1512 (029:012). GE: Natural Sciences without Lab; Natural Sciences with Lab.

PHYS:1511 (029:011) College Physics I 4 s.h.
Mechanics, waves, thermodynamics, special relativity. Prerequisites: MATH:1010 (22M:005). GE: Natural Sciences with Lab.

PHYS:1512 (029:012) College Physics II 4 s.h.
Continuation of PHYS:1511 (029:011); electricity, magnetism, light, modern physics. Prerequisites: PHYS:1511 (029:011). GE: Natural Sciences with Lab.
October 28, 2014

Christopher Squier
Director, Global Health Studies Program
N406 DSB, University of Iowa
Iowa City, IA 52242

Dear Christopher,

I am very pleased to write this letter of support for the proposed new major in Global Health Studies in the College of Liberal Arts and Sciences. This will be a valuable addition to the University’s curriculum, particularly in an area of growing importance and significance at Iowa. This new BA will be an excellent complement to the Medical Anthropology BA and the Anthropology for the Health Professions BS tracks offered in our department. The emphases are, of course different, as reflected by the requirements for each of the degrees, but we expect to be able to provide substantial coursework for the Global Health requirements. An intrinsic aspect of anthropology is our own global perspective for understanding human behavior, an idea that is critical to the success of Global Health.


Anthropology has been quite fortunate to become the administrative home department for the recent hire in Global Health. Ted Powers will be offering the Global Health Seminar this spring 2015 semester, and will be developing a new Introduction to Global Health course and eventually a capstone Global Health course. Since Global Health relies on many departments for faculty and
coursework, we expect others in our medical anthropology cohort to offer additional courses appropriate for Global Health.

The proposal for the major is well thought out and comprehensive. It has sufficient depth and breadth to encompass the interests of many undergraduates. The large number of courses to fulfill the major requirements should ensure that adequate courses will be available every semester and that students will be able to complete the major in four years. The entire Anthropology Department has voiced its full support of the proposal for the new major and we look forward to increasingly productive interactions with both faculty and students in the coming years.

Sincerely,

James G. Enloe
Professor and DEO, Anthropology
October 20, 2014

Dear Professor Squier,

I am pleased to offer this letter in support of your proposal for a major in Global Health Studies. The study of health issues and policies beyond the United States is of great interest to students in various majors within the Department of Health and Human Physiology, as indicated by their participation in the Global Health Studies certificate and minor, and their enrollment in relevant courses beyond HHP. This is but one facet of a long-standing relationship between faculty and courses in global health and HHP. This synergism will be strengthened with the creation of a major in Global Health Studies, and will create more opportunities for students and faculty.

It is of crucial importance to understand issues surrounding health, health practices, public policy and so on at an international level, not only for intrinsic value, but because of the shrinking of our world due to the ease of international travel (as underscored by the current crisis involving the Ebola virus). The effects of health on governments, economies, individuals, businesses, the practice of medicine, research, and more, are just a small indication of the importance of understanding health broadly at the global level. These far-reaching effects of health and wellness should and will draw students with far-ranging career interests into the major, and they will leave better prepared to tackle the national and global problems associated with the challenges of achieving health and wellness.

I look forward to creating even stronger ties between HHP and the faculty serving the Global Health Studies curricula.

Sincerely,

Kelly Cole, Ph.D
Interim Chair & Departmental Executive Officer
Department of Health and Human Physiology
University of Iowa
28 October 2014

Dr. Christopher Squier  
Director  
Global Health Studies Program  
The University

Dear Dr. Squier:

Congratulations to you and the other Global Health Studies group members on bringing the program to the point that it is ready to advocate for a major. Over and over again I have seen the direct benefits that courses and experiences in global health provide students – students from all disciplines. These benefits (ranging from improved knowledge of world cultures to expanded awareness of cultural competence to engendering civic responsibility) prompted me to become a member of the Global Health Studies Steering Committee. Opening global opportunities for all students keeps our programs relevant and makes our university better.

While, on the surface, a major in Global Health Studies would not seem to have any effect on my own college’s Pharm.D. program, but it does. In your proposal you outline a capstone experience and in listing appropriate courses for this experience, refer to International Perspectives: Xicotepec. I am one of the faculty members who started that course and I still teach in the course. A foundational guiding principle was and still is to bring interprofessional (dentistry, nursing, pharmacy) and interdisciplinary (CLAS, sociology, business) students together for an international service-learning experience. The course is in its ninth year and still expanding the outlook of students from a variety of disciplines. A major in global health studies will attract students that will enrich the elective course offerings for students from both the professional and the undergraduate programs.

I would like to offer my strong support for the creation of a Major in Global Health Studies. Please let me know if I can provide any other perspective on how this major will benefit multiple students and areas of the university.

Sincerely,

Hazel H. Seaba, Pharm.M.S.  
Clinical Professor and  
Associate Dean for Assessment, Curriculum and Compliance  
Adjunct Clinical Professor, International Programs
Prof. Christopher Squier, Director
Global Health Studies Program
N406 DSB, University of Iowa
Iowa City, IA 52242

October 12, 2014

Dear Chris,

It is with great pleasure that I provide a letter of support regarding the proposed interdisciplinary Bachelor of Arts degree program in Global Health Studies to be established at the University of Iowa. As a presenter at the Global Health Conference at the University of Iowa on two occasions (2001 and 2011), I have realized the tremendous attraction and value of activities organized by the Global Health Studies Program. Beyond interacting with co-presenters, it was interactions with students enrolled in the associated course that provided insights regarding the real meaning and impact for the next generation.

As a social scientist who has collaborated extensively over three decades in the classroom and in the field in Africa and Asia with specialists in community health, nutrition, law, economics, agronomy, engineering, and communications, and with community development practitioners, I view the proposed program as constituting a truly important contribution to B.A. level education and to global health practice – in Iowa, in the U.S., and internationally. I particularly appreciate the program’s emphasis on interdisciplinary teaching, extensive study abroad experience, and in-depth language study.

As founding Director (2003-2008) of Iowa State University’s Center for Sustainable Rural Livelihoods (CSRL), and lead investigator of a recently concluded 5-year USAID-funded project that linked agriculture, nutrition and marketing in Uganda and Rwanda, I believe that the numerous international partnerships and projects of Program Faculty at the University of Iowa will serve as a great resource for identification of capstone experience issues and opportunities for the program’s students. CSRL has been engaged in collaborative program work in Uganda since 2004 with Makerere University and an indigenous non-governmental organization, providing training and support for a multidimensional sustainable development program for 1200 small scale farming households and their communities. This has provided opportunities for many students and faculty to engage, learn, and contribute to real change.

I greatly appreciated your leadership while serving as President of the Heartland Global Health Consortium, with which I have been involved since its establishment. HGHC’s multidisciplinary and multi-institutional structure facilitates enthusiastic contributions from participating members. I foresee mutually beneficial relationships between the new degree program and HGHC’s evolving activities.

With best wishes for success in the new interdisciplinary B.A. program in Global Health Studies,

Robert E. Mazur, Professor and
Associate Director, Center for Sustainable Rural Livelihoods