COURSE TITLE: Public Health and National Security at the U.S.-Mexico Border
SRS # 840681201

INSTRUCTOR: Samuel J. Stratton, MD, MPH
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UNITS: Four (4)

PREREQUISITES: Undergraduate or Graduate Standing; Registration in UCLA Extension Program

FORMAT: One three-hour session per week with self-study and preparation prior to each session.

Class sessions consist of:
1. Structured class discussions based on course readings.
2. Didactic lectures.
3. Case studies.
4. Literature review and discussion.

Class preparation and study requirements:
1. Reading of identified text chapters and articles.
2. Focused literature review and presentation to class, topic approved by Instructor, minimum 5 references.
3. Mid-term examination, one hour essay format
4. Final paper, topic approved by Instructor, 10 pages minimum.

TIME: Tuesday 1:00 – 3:50 PM

LOCATION: 41 235

COURSE COMMUNICATION: MyUCLA will be used for course communications

COURSE OBJECTIVES

- Understand the concepts of borders and the common definitions and legal principles that exist with boundaries we call borders.
• Understand the public health challenges that exist when borders separate populations of differing cultures and economic status.

• Appreciate environmental health challenges along the US-Mexico Border and need for multinational health agency cooperation and communication.

• Understand the health impacts and challenges that arise with food and product import and export along the US-Mexico Border.

• Appreciate the differences in health care delivery methods and goals that exist across the US-Mexico Border.

• Understand the health impacts, both physical and behavioral, that occur with illegal activity and violence that occurs in areas along the US-Mexico Border.

• Understand the risks and difficulties that exist at the US-Mexico Border with regard to national security and terrorist activity.

• Appreciate the public health issues that center on free trade and mutual cooperation between nations at borders.

SPECIFIC ASPH PUBLIC HEALTH COMPETENCY GOALS FOR COURSE:

1. Apply descriptive techniques commonly used to summarize public health data (A.5).

2. Interpret results of statistical analyses found in public health studies (A.9).

3. Describe the direct and indirect human, ecological and safety effects of major environmental and occupational agents (B.1).

4. Describe federal and state regulatory programs, guidelines and authorities that control environmental health issues (B.3).

5. Draw appropriate inferences from epidemiologic data (C.9).

6. Identify the main components and issues of the organization, financing and delivery of health services and public health systems in the US (D.1).

7. Explain methods of ensuring community health safety and preparedness (D.3).

8. Identify the causes of social and behavioral factors that affect health of individuals and populations (E.2).

9. Identify individual, organizational and community concerns, assets, resources and deficits for social and behavioral science interventions (E.3).

10. Describe steps and procedures for the planning, implementation and evaluation of public health programs, policies and interventions (E.5).
COURSE READER/TEXTBOOK

Course Reader: Will be provided by the course Instructor;

Textbook: None required, current textbooks addressing US-Mexico Border Health are outdated.


SUPPLEMENTAL READING

Supplemental monographs and articles will be posted in PDF format on the MyUCLA website during the course. These articles will provide background and an introduction to topics presented in each upcoming session. It is important that supplemental reading material be reviewed prior to each session.

Because of limited contact time in the classroom, lectures and discussions will develop upon the readings for that session. If you are unable to attend a class, supplemental readings should be read and questions used for class discussion will be emailed to you to review and submit for class credit.

COURSE REQUIREMENTS AND GRADING

Course grade is by letter only. The grade will be based on a literature review presentation and written analysis (1-2 pages with references) for the four case studies conducted during the class. Attendance is expected at each class session, if you cannot attend a session; please contact the instructor for a possible excused absence.

Final grades will be based on the following breakdown:

1. Literature review presentation and discussion – 10%

Each student is expected to present a 10 to 15 minute discussion of an article or paper related to border health and security. Discussion material may be obtained from the scientific literature, current printed news sources, or the Internet. Students should be prepared to relate their selected article to the topic of border health and security and should present a critical analysis of the concepts and conclusions presented in the reference article. Also, the applicability of the article to the field of public health should be discussed. At the first class session, specific elements expected of the presentations will be presented and students will sign up for specific dates to present their literature discussions (1-2 student presentations for each class session).

2. Case Study Analysis – 40% (10% for each of four case studies)

Case studies are used as a teaching method in the course. Short, directed case studies will be presented for discussion and review a week prior to the scheduled class meeting that is
scheduled for a specific case study. Students will be asked to refer to current literature, textbooks and other sources for information regarding the topic of the case study. A short written discussion will be submitted on the day of class for which a case study is reviewed. Each case study discussion paper should be a minimum of one page (typed, double spaced) and should also include citations to any references used. The written case study discussions will be combined to form 40% of the class grade.

3. Mid-Term Exam – 15%

A mid-term exam will be included in the course performance evaluation. The exam will be based on essay questions that gauge the depth of understanding and thought each student has developed for key issues of US-Mexico border public health. Students who regularly attend class will be most successful with the mid-term examination. The mid-term exam is also designed as a tool to initiate exploration of the topics covered in the remainder of the course. The mid-term exam will be conducted during class in week five of the quarter. The mid-term will be of one hour in duration.

4. Final Paper – 35%

A final paper will be required of each student. This paper will address a focused issue related to border health or security. Each paper is to be typed in 12 point font and of approximately ten (10) double-spaced pages in length. The paper must include relevant reference citations. Potential final paper subjects will be identified during initial class sessions. Prior to writing the paper, each student must discuss his or her choice of subject with an instructor. Proper grammar, spelling, and format are expected. The paper will be due during the final exam week of the quarter.

GENERAL STATEMENT ON GRADING AND ASSIGNMENTS

Most students will receive a grade of “A or B” in this course. An “A” grade is achieved by doing exceptional work in the course and contributing not only to one’s own education but also to the education of all in the course (including the instructors). A “C” in the course indicates below standard achievement that usually results from lack of class attendance, ongoing tardiness, and lack of interest in class participation, not reading course materials and returning written assignments that reveal a lack of attainment of the majority of the course goals. For grading purposes, an A grade for an assignment is equal to 4.0 points, B equal to 3.0 points, C equal to 2.0 points, D equal to 1.0 points and F or incomplete equal to 0.0 points. Final class grade is calculated by average of individual assignment grades with the higher letter grade given (rounded up) for X.5 or higher fractional elements.
NOTICE OF LANGUAGE FOR COURSE

This course is unique in that many students are bi-lingual in both Spanish and English. Course instructors will be sharing teaching material that is both English and Spanish language in origin. While Spanish language presentations and materials are possibly appropriate in such a course; to insure uniformity and understanding by all students, the course will be conducted in English. Proper pronunciation of formal Latina/o names and terms used in the context of the class will be emphasized to be culturally respectful.

STATEMENT OF CAUTION AND APPEAL

At all times, respect of others and a mature attitude is expected of all course participants. Some topics covered in the course are of sensitive ethnic, gender, religious, and political natures. It is extremely important that all class participants observe the rights of others to speak and express their opinion on any matter in open discussion. Students are encouraged to ask for an immediate break to speak to the instructor if the discussion in progress is personally disturbing or offensive. Please notify the instructor in person, by phone, or by e-mail if at any time the course is falling below your expectations or you feel the course should be re-directed.
CLASS SCHEDULE

WEEK 1: January 8
Introduction and Course Overview

Topics: Course overview
What is a border?
What crosses a border?
What are Border security and terrorism issues in 2013?
Why the Border is a unique Public Health environment

Preparation:


WEEK 2: January 15
Social, Public Health, and Political History of the U.S.-Mexico Border

Topics: A brief political history of the U.S.-Mexico border
Medical history at the border—abortion, plastic surgery, alternative care
Cross-border cooperation for public health initiatives

Literature Review presentations demonstration (Instructor)

Lecture: Political History and Health at the U.S.-Mexico Border

Preparation:

Course Reader:

WEEK 3: January 22
An Exploration of the Cultural Aspects of Physical and Mental Health

Topics: The concept of culture and health
Culture as a means for enhancing public health
Individual philosophy effects on public health

Lecture: In place of a class meeting, class members are asked to tour the permanent collection of the Museum of Latin American Art in Long Beach. Arrangements for touring the museum will be made and class members are invited to tour the museum at any open time during the week.

Preparation: From *Puro Border* (in class reader):
“The Border is the Place Where We Live:
“Everything is going to be Different”

**WEEK 4: January 29**
**Imported Foods and Materials: Public Health Impacts**

Topics: Globalization of the food supply
Inspection and surveillance
Security implications

Preparation:

Course Reader:

Suggested Reading:
Puro Border
“Ropa Usada”, page 183-190

**WEEK 5: February 5**
**Public Health Emergencies at the Border**

Topics: PAHO, and NGOs and the US-Mexico Border
Public Health implications of cross border disasters
Environmental Protection
Health Department structure U.S. and Mexico

MID-TERM EXAMINATION: A 1-hour essay type exam will be included in this class session.
Student Literature Review presentations

Case study #2: Flooding in Baja, Mexico

Preparation:

Course Reader:

2. History and Structure of the Pan American Health Organization.

WEEK 6: February 12
General Population Health and Naturally Occurring Infections at the US-Mexico Border

Topics: Overview of the problem- surveillance and reporting
Environmental factors
Migration and infections

Student Literature Review presentations

Case Study # 3: H1N1

Preparation:

Course Reader:

1. Mexico’s General Health Law, Title 8, Chapter II (2005).
2. H1N1 reports from the Centers for Disease Control and Prevention (MMWR) and the World Health Organization.
WEEK 7: February 19
Environmental Health Challenges at the Border

Topics: Transportation of hazardous materials and waste
       Border water quality
       Environmental contamination – lead
       Pesticide flow across borders

Student Literature Review presentations

Lecture: The Environmental Epidemiology of Lead Poisoning of Children in El Paso and Juarez

Preparation:

Course Reader:

Suggested Reading:
Puro Border
“The Place of Wilderness”, pages 219-236

WEEK 8: February 26
Health Delivery Issues At the US-Mexico Border

Topics: Health Differentials at the U.S.-Mexico Border
       Health Access at the U.S.-Mexico Border

Student Literature Review presentations

Case study #4: Is Health Care a Commodity?

Preparation:

Readings: 1. “Mexican and Central American Immigrants in the United States: Health Care

Course Reader:

WEEK 9: March 5
Social Health Issues at the US-Mexico Border

Topics: Social health differentials at the U.S.-Mexico border
The missing women of Juarez
Human Trafficking across the U.S.-Mexico Border
HIV/HPV knowledge and attitudes at the U.S.-Mexico Border
Diet and Health at the US-Mexico Border

Student Literature Review presentations

Structured Class Discussion of the readings for the week

Preparation:

Course Reader:

WEEK 10: March 12

Border Security and Terrorism

Topics: Health Impacts of Violence and Lack of Security at the US-Mexico Border

Terrorism hazards along the U.S.-Mexico border:
1. What is the risk of terrorism along the U.S.-Mexican Border?
2. Ranking of terrorism risks
3. Identify agencies and groups responsible for terrorism risk assessment and mitigation at the borders

Mitigation actions to limit terrorist exposure at borders:
1. The Israel experience
2. Oceans and air control at borders

Preparation:

Course Reader:

FINAL EXAM WEEK:

Final Exam: A final paper will be required of each student. This paper will address a focused issue related to border health or security. Each paper is to be approximately ten (10) double-spaced pages in length. The paper must include relevant reference citations. Potential final paper subjects will be identified during initial class sessions. Prior to writing the paper, each student must discuss his or her choice of subject with the Instructor.