1. Course Information

**Course Number and Title:** PH 305 Native Hawaiian Health Determinants  
**Credit Hours & Semester Offered:** 3 Credit Hours / Spring 2018  
**Meeting Day(s), Times & Room No.:** T/Th 3pm-4:15pm / Biomed D-211  
**Prerequisite(s):** PH 201 and 202 with a C- or better

2. Instructor Information

**Name:** David Stupplebeen  
**Phone:** (808) 956-5505  
**Email:** dstupp@hawaii.edu  
**Office Location:** D-208 (By appointment)  
**Office Hours:** After class in D-106 until 5pm on Tuesdays and Thursdays, or by appointment only.

3. Course Description

**Catalog description:** Seminar to work with faculty in applying evidence-based knowledge on social determinants of health in the formation of research, policy, and program development for improving population health and reducing health disparities for Native Hawaiians.

**Detailed course description:** Prior to contact, Native Hawaiians were estimated to have a population near 800,000 people, collapsing to 37,000 around the time of the overthrow (Stannard, 2008). While the number of Native Hawaiians has increased in modern times, health disparities continue to affect the community and overall life expectancy. What are the sources of these health disparities and what can be done to improve health for Kanaka Maoli from a community, institutional, and policy level?

Rather than concentrate on individual and interpersonal health behaviors, your task is developing a political economy analysis of a health determinant (or determinants) that lead to health disparities among Native Hawaiians. In teams, you will identify and write a problem statement about a health disparity(ies) that interest you. Then as a class, we will examine the epidemiological, behavioral, environmental, predisposing, enabling, and reinforcing factors leading to health disparities using the PRECEDE-PROCEED Model (Green & Kreuter, 2005).

Using the final level of the PRECEDE Model (administrative and policy diagnoses) developed collaboratively in class, you and your team will develop a political economy analysis of the community, institutional, and policy reasons why health disparities exist among Native Hawaiians. You will research and analyze the historical, political, and institutional social determinants of health related to the health disparity/disparities you identified. Lastly, you will develop a set of recommendations for rectifying the issues you have identified. This class culminates in a single group paper that you will present as a group to your peers. Grades are determined by your participation in course work, iterative paper drafts, your
final paper, your final group presentation, and your teammates. This class also uses periodic peer reviews of each other’s work, in-class updates of your research to strengthen your writing. I hope that throughout the course you develop the skills needed for group work in future endeavors.

4. Course Schedule (Class Dates, Topics, and Assignments)

See the end of this syllabus for a detailed schedule.

5. Required Text or Readings


Problem statement (Individual). **DUE 1/30.** At the beginning of the semester, you will write a problem statement about a health disparity affecting the Native Hawaiian community. This statement will serve as an assessment for your writing and research skills individually.

**Political Economy (PE) Analysis of Native Hawaiian Health Paper Project.** This project culminates in a single, team written paper, between 3500-4000 words. The paper will contain an introduction/statement of the problem and research question, then follow the four constructs of political economy of health as described by Minkler (historical analysis, power/class conflict, role of the state, and consciousness raising), followed by your recommendations for addressing the problems you have uncovered. The paper will be built over the course of the semester in four parts (refer to the schedule below). **Papers must include research/articles from outside of class. Each paper should have at minimum 8 outside sources not provided in class, at least 1 book reference, and include an interview with a content expert from outside the field of public health.** Additionally, you will be required to write a short reflection about the research and writing process, what you contributed to the research and writing process, and what you have learned through the process about yourself, research, and the Native Hawaiian community. You will also grade your own efforts and those of your teammates. Finally, you and your team will develop a “contribution statement” for each draft.

1. **Paper drafts and FINAL (Team).** You will write three drafts of your team paper in stages, and turn in a **fourth and final draft** at the end of the semester. All paper drafts and the final paper **MUST** use APA formatting.
   a. **Draft 1.** Problem statement and introduction.
   b. **Draft 2.** **REVISIONS** to your Draft 1 **PLUS** historical analysis and power, class, and class conflict sections.
   c. **Draft 3:** **REVISIONS** to your Draft 2 **PLUS** role of the state and consciousness raising sections.
   d. **FINAL DRAFT:** **REVISIONS** to your Draft 3 **PLUS** the addition of your recommendations.

2. **Reflection and self-evaluations (Individual).** Each student **must** turn in a 200-word reflection papers when each draft is due. The reflection must cover the research and writing process and discuss what you contributed individually to the draft, and any reflections about what you are learning about yourself, the research process, and Native Hawaiians. Each reflection should close with a self-evaluation of 50 words with a grade you would give yourself and why **plus a grade for each of your teammates and why.**

3. **Contribution statements (Team).** A short contribution statement with each students’ name and what they contributed individually to the effort should be included with every draft submission. This statement should be between 50-100 words long and written by the team as a whole.

4. **Team presentations (Team).** Your team will do a final presentation of your papers for the class at the end of the semester during the final class.

5. **Mini-presentations (Team).** These are to discuss your research findings periodically with the class, share resources with one another, and leads on research sources or authors. **Mini-presentations are part of your participation grade.**
SUBMITTING DRAFTS AND FINAL PAPER PROCEDURES:

- All paper drafts and contribution statement should be turned in via Laulima by ONLY ONE PERSON (each team should appoint a “team captain” to submit the paper) as TWO SEPARATE FILES. Please name files as:
  - Paper: teamname_paper_draft#
  - Contribution statement: teamname_statement#
- All reflection/self-evaluations will be submitted via Laulima.
  - Name your reflection/self-evaluation as: lastname_reflection#
- Your final paper will be due both as a hardcopy and via Laulima during the final.

ASSIGNMENT SUBMISSION SCHEDULE:

1. PROBLEM STATEMENT (Individual): 1/30
4. PE ANALYSIS PART 3 (Team: Revision of draft of problem statement/intro, Historical Analysis/Power, and Class and Class Analysis sections, and new drafts of the Role of the State and Consciousness Raising sections, and contribution statement. Individual: Reflection and self-evaluation): DUE 4/19
5. FINAL PE ANALYSIS (Team: Final version of the paper with all revisions and addition of Recommendations section, and contribution statement. Individual: Reflection and self-evaluation): FINAL PERIOD, 5/10.

### 7. Grading Distribution

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<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Percentage of Total</th>
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<tbody>
<tr>
<td>1. Problem Statement</td>
<td>10</td>
<td>~9.1%</td>
</tr>
<tr>
<td>2. Drafts and contribution statement (x3) – 10 points each</td>
<td>30</td>
<td>~27.3%</td>
</tr>
<tr>
<td>3. Final Draft and contribution statement</td>
<td>30</td>
<td>~27.3%</td>
</tr>
<tr>
<td>4. Final Presentation</td>
<td>10</td>
<td>~9.1%</td>
</tr>
<tr>
<td>4. Reflections/Self-Assessments (x4) – 5 points each</td>
<td>20</td>
<td>~18.2%</td>
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<tr>
<td>5. Attendance and participation</td>
<td>10</td>
<td>~9.1%</td>
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<tr>
<td><strong>Total =</strong></td>
<td><strong>110</strong></td>
<td><strong>≈100% (does not equal 100% due to rounding)</strong></td>
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</table>

### 8. Grading Scale: This class uses the “+ -“ grading system

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<thead>
<tr>
<th>Grade</th>
<th>%age</th>
<th>This course will use the +/- grading system</th>
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</thead>
</table>
Excellent, distinctive work. Demonstrates sophisticated understanding: Nuanced and insightful account, powerful and effective application of concepts, frameworks and theories discussed in class and articulated in written work.

Above average work. Demonstrates accomplished understanding: Thorough, well-documented account; adequate and apt application of concepts, frameworks and theories discussed in class and articulated in written work.

Average work, sufficient, but not distinctive. Acceptable view with some misconceptions or oversight; not fully supported; acceptable but limited application of concepts, frameworks and theories discussed in class.

Poor, insufficient work. Naïve or inadequate understanding: simplistic account and use of concepts, frameworks and theories discussed in class. Unable to articulate thoughts and ideas in written work.

Unacceptable work

9. Course Policies:

- **Paper Format and Citation Style:**
  - Paper drafts and final paper: Use full APA formatting: 12 pt. Times New Roman, Arial, or Calibri, double spaced, 1-inch margins, cover page with title, page numbers, running head with proper formatting, APA in-text citation style, and APA-formatted references. See Purdue Owl if you have questions about APA formatting or the APA Style Guide.
  - Have questions about APA formatting?
    - Purdue OWL is an excellent resource for APA formatting questions: [https://owl.english.purdue.edu/owl/resource/560/01/](https://owl.english.purdue.edu/owl/resource/560/01/)
    - Print out this reference guide from Taylor & Francis: [http://www.tandf.co.uk/journals/authors/style/reference/tf_APA.pdf](http://www.tandf.co.uk/journals/authors/style/reference/tf_APA.pdf)
  - Managing your references:
    - EndNote is a powerful tool for managing and inserting your references directly into your document at your write. UH Mānoa’s IT Department has discounted licenses available for $25/year: [https://www.hawaii.edu/sitelic/endnote/](https://www.hawaii.edu/sitelic/endnote/)
    - Zotero is a free tool. It’s citation importation tool is much more intuitive than EndNote, however, Zotero requires (in your instructors experience) a bit more management and has less integration in document writing: [https://www.zotero.org/](https://www.zotero.org/)
    - PaperPile is a paid tool but is cheaper than EndNote, so long as you use your Hawaii.edu email address. PaperPile has integration with Chrome and Google Docs. However, if you use Google Docs and export to Word, know that you will have to format the document in Word to have it conform to APA criteria.

- **Do the readings:** This course relies heavily on participation and discussion, the foundations of which are the assigned readings. Please do the assigned readings prior to coming to class.
- **Attendance:** Attendance will be taken. Three or more absences may result in a reduced grade or being dropped. Please notify the instructor as quickly as possible if you expect to be absent. Make up work may be assigned.
- **Assignments**: All assignments should be submitted as a Word file to Laulima before class begins no later than 2:54pm. Laulima is set to cut off accepting assignments at 2:55pm. The only exception to this is your final paper and final reflection, which are due by 2:00pm on May 10.

- **Late assignments**: Class papers/projects must be received **when due** to receive full credit. Please notify the instructor as quickly as possible to make arrangements if any projects or assignments will be late.

- **Technology**: **Cell phone usage is not allowed in the class unless its an emergency.** If you are expecting an important phone call during class, please inform the instructor beforehand so it does not disturb the class. If an urgent call must be taken, please step out of the classroom. **Laptops are not allowed during class (during lectures, discussions, guest speakers, etc.) as it has been shown to deter classroom engagement and discussions. Please ensure laptops are put away and closed at the beginning of each class.** Laptops may be used during smaller discussions if needed to reference readings.

- **Plagiarism**: **DON’T DO IT!** Plagiarism will NOT be tolerated, resulting in a failing (“F”) grade for the assignment and referral to OPHS for further disciplinary action. Students should familiarize themselves with the University of Hawai‘i Student Conduct Code.

- **Extra Credit**: No extra credit assignments given.

- **Grades**: Final grades are based on completed assignments, class attendance, and participation. All assignments must be completed for a passing grade.

- **Syllabus subject to change**: The course syllabus and schedule may need to be adjusted to accommodate guest speaker schedules, class size, new readings, and student needs.

- **Feedback**: Please feel free to email or touch base with the instructor about questions or concerns you may have about the class.

- **Writing**: Although this course is not a writing intensive course, there will be a lot of writing. Here are some helpful hints for you:
  - **Grammerly**: Grammerly is an online service that will help catch grammatical and spelling issues in your papers. It is much more robust than Microsoft Word, which will not catch all errors. Varying levels of cost, from free to a monthly $30 subscription. [https://www.grammarly.com/premium](https://www.grammarly.com/premium)
  - **HemingwayApp**: Cut and paste your writing into Hemingway for free to catch use of passive voice and all sorts of other writing issues: [http://www.hemingwayapp.com/](http://www.hemingwayapp.com/)
  - **UH Mānoa Writing Center**: If you need more help, please consider visiting the Writing Center: [https://sites.google.com/a/hawaii.edu/writingcenter/home](https://sites.google.com/a/hawaii.edu/writingcenter/home)

| 10. Student Learning Objectives: (for the Course): |

By the end of this course, you should be able to:

1. Explain the historical reasons and the role of the state in creating and/or maintaining health disparities, and how the Native Hawaiian community has worked to reverse those disparities.
2. Apply research skills with the goal of performing a political economy analysis of health disparities and the sources of those disparities from an upper-socioecological model perspective.
3. Employ the first part of the PRECEDE-PROCEDE Model to identify distal sources of health disparities.
4. Apply the PRECEDE-PROCEDE Model for the development of a problem statement.
5. Apply interpersonal skills in planning and executing a group project.
11. University Policies for Opportunity and Accommodation:

• Equal Opportunity and Affirmative Policy
The University of Hawai‘i is an equal opportunity/affirmative action institution and is committed to a policy of nondiscrimination on the basis of race, sex, gender identity and expression, age, religion, color, national origin, ancestry, citizenship, disability, genetic information, marital status, breastfeeding, income assignment for child support, arrest and court record (except as permissible under State law), sexual orientation, national guard absence, status as a covered veteran, pregnancy, and domestic or sexual violence victim status. This policy covers admission and access to and participation, treatment, and employment in the University’s programs and activities.

For more information on equal opportunity and affirmative action policies and complaint procedures for the UH Mānoa Campus, contact:
  a) Students: Lori Ideta, Assistant Vice Chancellor & Dean of Students, EEO/AA, Title IX & ADA Coordinator Ph.-956-3290 (V/T); Email ideta@hawaii.edu
  b) Employees: Mie Watanabe, EEO/AA Director, Title IX & ADA Coordinator Ph. 956-7077; Email eeo@hawaii.edu
  c) Students with Disabilities: Ann Ito, KOKUA Program Director Ph. 956-7511 (V/T); Email kokua@hawaii.edu

• Accommodations
A student who may need an accommodation based on the impact of a disability is invited to contact me privately within the first weeks of the course. I would be happy to work with you and the KOKUA Program (Office for Students with Disabilities) to ensure reasonable accommodations in my course. KOKUA can be reached at 808-956-7511 or 808-956-7612 (voice/text) in room 013 of the Queen Liliuokalani Center for Student Services.

• Counseling Services and Mental Health
From time to time, we all need help managing stress and life problems. At times, school can be overwhelming, especially when balancing other responsibilities such as family and work. University of Hawaii at Manoa has a Counseling & Student Development Center (CSDC) that is available to all students.

The phone number is (808) 956-7927. The website is http://manoa.hawaii.edu/counseling/

• Hawaii Student Conduct Code and Academic Dishonesty
Academic dishonesty such a plagiarism, cheating and other forms of dishonesty will result in a failing (“F”) grade for the assignment. More than one incident of academic dishonesty will result in failing (“F”) grade for the course. Equally, more than one incident will also result in reporting the academic dishonesty to the UH Office of Judicial Affairs. Student should familiarize themselves with the University of Hawaii Student Conduct Code:
http://studentaffairs.manoa.hawaii.edu/policies/conduct_code/

Accordingly: The university expects students to maintain standards of personal integrity that are in harmony with the educational goals of the institution; to respect the rights, privileges, and property of others: and to observe national, state, and local laws and University regulations.
12a. Linking Mānoa Institutional Learning Objectives for Undergraduate Students that are Addressed:

### 1. Know -- Breadth and Depth of Knowledge
- Students develop their understanding of the world with emphasis on Hawai‘i, Asia, and the Pacific by integrating:
  - 1b. Specialized study in an academic field
  - 1c. Understand Hawaiian culture and history

### 2. Do -- Intellectual and Practical Skills
- Students improve their abilities to:
  - 2a. Think critically and creatively
  - 2b. Conduct research
  - 2c. Communicate and report

### 3. Value -- Personal and Social Responsibility
- Students demonstrate excellence, integrity, and engagement through:
  - 3a. Continuous learning and personal growth
  - 3b. Respect for people and cultures, in particular Hawaiian culture

12b. Linking Department Approved BA Public Health Competencies Addressed:

<table>
<thead>
<tr>
<th>Public Health Domains</th>
<th>Competencies: Students should be able to:</th>
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<tbody>
<tr>
<td>Role and Importance of Data in Public Health</td>
<td>1. Identify the basic concepts, methods, and be able to apply qualitative and quantitative tools of public health data collection, use, and analysis in elementary research analyses.</td>
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</table>
| Identifying and Addressing Population Health Challenges | 1. Apply core concepts of public health, grounded in an ecological perspective to assessing public health issues.  
  2. Articulate the natural and social determinants of health status in communities, and the dynamic interplay among these factors in various populations.  
  3. Identify current public health topics including an analysis of the societal attitudes that generate differential impacts to various communities  
  4. Describe Indigenous People’s health in a historical context, and discuss the impacts of colonial processes and social determinants on health outcomes |
| Determinants of Human Health                 | 1. Describe the major human diseases and their underlying etiologies.  
  3. Identify the impact of the environment, social disparities, and both communicable and non-communicable diseases on health. |
| Project Implementation                       | 2. Use information literacy skills such as locating and evaluating pertinent public health information  
  3. Generate research questions, analyze and present data, and interpret and discuss findings. |
| Overview of the Health System                | 1. Distinguish the fundamental characteristics and organizational structures of the U.S. health system, as well as to the differences in systems abroad. |
2. Explain the role that public health plays in disaster prevention and management and evaluate public policy issues with respect to access, quality and cost, when understanding health disparities within vulnerable populations.

| Health Policy, Law, Ethics, and Economics | 2. Articulate the impact of public health policies on vulnerable populations, including Indigenous Peoples. |
| Health Communication | 1. Apply abstract reasoning and critical thinking skills to communicate public health research and practice to public and professional audiences.  
2. Demonstrate effective written communication skills  
3. Demonstrate effective public speaking skills during classroom discussions and presentations |
### Revised PH 305 Schedule. UPDATED 2/2/2018

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<tr>
<th>WEEK</th>
<th>TOPIC</th>
<th>TUESDAY</th>
<th>THURSDAY</th>
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<tbody>
<tr>
<td>2</td>
<td>Issue identification / PRECEDE Model</td>
<td>1/16: Identification of a health disparity (in class, bring computer or printout of NCHS). Read: National Center for Health Statistics</td>
<td>1/18: PRECEDE a health disparity. Read: UofK Community Toolbox (Logic Models and PRECEDE-PROCEED)</td>
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<tr>
<td>5</td>
<td>Political economy (PE): Review and framing</td>
<td>2/6: Develop a group problem statement on a health disparity and develop a research question on a social determinant of health. Read: Okamura (Ch 3 &amp; 4)—online through the library</td>
<td>2/8: LIBRARY TRAINING WITH CAROLYN DENNISON. HAMILTON LIBRARY, Room 156. Bring ideas for what health determinant your teams are interested in researching.</td>
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<td>8</td>
<td>PE Historical analysis</td>
<td>2/27: Read: MacLennan (Ch. 11)</td>
<td>3/1: PEER REVIEW. Bring copies of your revisions to trade with classmates.</td>
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<td>9</td>
<td>PE Power, Class, and Class Conflict</td>
<td>3/6: Read: Kamahele, Daum</td>
<td>3/8: Guest Lecturer Kawēlau Wright, PhD(c), Geography, UH Mānoa</td>
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<tr>
<td>10</td>
<td>PE Power, Class, and Class Conflict</td>
<td>3/13: Read: Sonada, Kajihiro, MacDonald</td>
<td>3/15: Guest Lecturer Kyle Kajihiro, PhD(c), Geography, UH Mānoa</td>
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<td>12</td>
<td>SPRING BREAK. NO CLASS MEETING</td>
<td>3/27: NO CLASS</td>
<td>3/29: NO CLASS</td>
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<tr>
<td>13</td>
<td>Role of the State/ Consciousness raising</td>
<td>4/3: Read: Trask (Ch. 9), Ho-Lastimosa</td>
<td>4/5: PEER REVIEW. Bring printouts of your revisions.</td>
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<td>14</td>
<td>Consciousness raising</td>
<td>4/10: Guest Lecturer ʻIlima Long, PhD(c), Political Science Indigenous Politics Program, UH Mānoa</td>
<td>4/12: MINI-PRESENTATIONS. Please prepare a PowerPoint of your paper so far as a practice for the final presentation. Be prepared to talk about both your</td>
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<tr>
<td>Date</td>
<td>Activity</td>
<td>Notes</td>
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<tr>
<td>15</td>
<td>Consciousness Raising/Developing Recommendations</td>
<td>4/17: In-class reflection: Revisiting the ecological model.</td>
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<td><strong>Read:</strong> Blackford</td>
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<td>4/19: <strong>DUE: PE ANALYSIS PT 3.</strong></td>
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<td>In-class discussion: Group and individual recommendations.</td>
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<tr>
<td>16</td>
<td>Developing Recommendations</td>
<td>4/24: <strong>FINAL: IN-CLASS PRESENTATIONS.</strong></td>
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<td>4/26: <strong>PEER REVIEW.</strong> Bring revisions to previous sections plus recommendations.</td>
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<td>17</td>
<td>Final peer exchange/workshopping</td>
<td>5/1: Closing</td>
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<td>5/3 STUDY DAY – NO CLASS</td>
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<tr>
<td>18</td>
<td><strong>FINALS WEEK</strong></td>
<td>5/8 **DUE: PE ANALYSIS PART 4 (Final Complete Paper) BY 11:59 PM.</td>
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