



**University of the Incarnate Word**  
***UIW-Heidelberg***

**CLST 4399 CULTURAL VIOLENCE, THE ARTS,  
AND GLOBAL HEALTH**

**COURSE OUTLINE**

**I. Logistics**

UIW- Heidelberg Study Center

Physical Address:

Heidelberg, Germany - Bergstrasse 106, 69121

Instructor: TBD

Term: Summer I

**II. Course Description**

Seeing health as our own responsibility feels normal: If we eat right, we will not get sick. If we exercise, we will stay healthy. But this is only a small part of the picture. Societies create, sustain, and destroy a person's physiological and mental wellbeing, often simultaneously. The underlying power structures that determine health are less apparent than a virus. We will discuss why it is important to challenge the everyday practices that often seem trivial. The first sessions will serve to create a shared toolbox. This will help us to identify cultures of violence and to situate them within their historical, political, and socio-economic context. Students will present works of art that help us perceive and analyze cultural violence, including its causes, impacts, and remedies. Examples can come from all around the globe and from different times.

**III. Course Objectives & Assessments**

By the end of the semester, students should be able to:

- Identify and explain the empirical manifestations of cultural violence in different contexts with the help of theories presented during the seminar.
- Differentiate between cultural practices that cause violence, the health outcomes associated with it, and recognize how art can help overcome health disparities.
- Use interdisciplinary perspectives to solve real world problems.



#### IV. Course Texts/Supplies/Materials

- Bandura, A. (1999). Moral Disengagement in the Perpetration of Inhumanities. *Personality and Social Psychology Review*, 3(3), 193–209. [http://doi.org/10.1207/s15327957pspr0303\\_3](http://doi.org/10.1207/s15327957pspr0303_3)
- Barnett, M., & Duvall, R. (2005). Power in International Politics. *International Organization*, 59(1), 39–75. <http://doi.org/DOI: 10.1017/S0020818305050010>
- Blowfield, M., & Frynas, J. G. (2005). Editorial Setting new agendas: critical perspectives on Corporate Social Responsibility in the developing world. *International Affairs*, 81(3), 499–513. Retrieved from <http://dx.doi.org/10.1111/j.1468-2346.2005.00465.x>
- Boydell, K., Gladstone, B., Volpe, T., Allemang, B., & Stasiulis, E. (2012). The Production and Dissemination of Knowledge: A Scoping Review of Arts-Based Health Research. *Forum Qualitative Sozialforschung / Forum: Qualitative Social Research*, 13(1). URL: <http://dx.doi.org/10.17169/fqs-13.1.1711>
- Braveman, P. (2006). Health Disparities and Health Equity: Concepts and Measurement. *Annual Review of Public Health*, 27(1), 167–194. <http://doi.org/10.1146/annurev.publhealth.27.021405.102103>
- Cohen, J.J. (1996). Monster culture (seven theses), in J.J. Cohen (ed.), *Monster theory: reading culture* (pp. 3-25). Minneapolis, Minn.: University of Minnesota Press
- Dowrick, C., Billington, J., Robinson, J., Hamer, A., & Williams, C. (2012). Get into Reading as an intervention for common mental health problems: exploring catalysts for change. *Medical Humanities*, 38(1), 15 LP-20. Retrieved from <http://mh.bmj.com/content/38/1/15.abstract>
- Dube, L., Van den Broucke, S., Housiaux, M., Dhoore, W., & Rendall-Mkosi, K. (2015). Type 2 diabetes self-management education programs in high and low mortality developing countries: a systematic review. *The Diabetes Educator*, 41(1), 69-85.
- Galtung, J. (1990). Cultural Violence. *Journal of Peace Research*, 27(3), 291-305. URL: <https://www.galtung-institut.de/wp-content/uploads/2015/12/Cultural-Violence-Galtung.pdf>
- Henwood, B. F., Cabassa, L. J., Craig, C. M., & Padgett, D. K. (2013). Permanent Supportive Housing: Addressing Homelessness and Health Disparities? *American Journal of Public Health*, 103(S2), S188–S192. <http://doi.org/10.2105/AJPH.2013.301490>
- Issaka, A. I., Agho, K. E., & Renzaho, A. M. N. (2017). Prevalence of key breastfeeding indicators in 29 sub-Saharan African countries: a meta-analysis of demographic and health surveys (2010–2015). *BMJ Open*, 7(10). Retrieved from <http://bmjopen.bmj.com/content/7/10/e014145.abstract>
- Murray, C. D. (2009). Being like everybody else: the personal meanings of being a prosthesis user. *Disability and Rehabilitation*, 31(7), 573–581. <https://doi.org/10.1080/09638280802240290>
- Russo, N. F., & Pirlott, A. (2006). Gender-Based Violence. *Annals of the New York Academy of Sciences*, 1087(1), 178–205. <http://doi.org/10.1196/annals.1385.024>
- Said, E. (1979). Knowing the Oriental, in S. Edward *Orientalism* (ch. 1). New York: Random House
- Victory, K. R., Coronado, F., Ifono, S. O., Soropogui, T., Dahl, B. A., & (CDC), =Centers for Disease Control and Prevention. (2015). Ebola transmission linked to a single traditional funeral ceremony - Kissidougou, Guinea, December, 2014-January 2015. *MMWR. Morbidity and Mortality Weekly Report*, 64(14), 386–388. Retrieved from <http://europepmc.org/abstract/MED/25879897>



V. The following matrix reflects the general guideline of topics, readings, and/or assignments for each session. **The instructor reserves the right to modify weekly activities, assignments, projects, and/or assessments required for this class. Adjustments and/or changes will be stated before and/or during class. If the student is absent, it is the student's responsibility to contact the instructor and/or classmates about any adjustments and/or updates.**

Date	Topic	Reading	Class Activity
May/June			
	Lecture/Discussion: As assigned	Block 1 As assigned	Discussions, written assignment, in-class participatory activities.
	Lecture/Discussion: As assigned	Block 2 As assigned	Discussions, written assignment, in-class participatory activities.
	Lecture/Discussion: As assigned	Block 3 As assigned	Summary Discussions, written assignment, in-class participatory activities.
	Lecture/Discussion: As assigned	Block 4 As assigned	Discussions, written assignment, in-class participatory activities.
	Lecture/Discussion: As assigned	Block 5 As assigned	- Final Written Term Paper Due

**NOTE:** The instructor reserves the right to adjust and/or change the above schedule at any time during the semester. Adjustments and/or changes will be stated before and/or during class. If the student is absent, it is the student's responsibility to contact the instructor and/or classmates about any adjustments and/or updates.



## VI. Grading Activities, Criteria and Guidelines

This class will include a variety of instructional methods and learning activities intended to engage the student in the learning process. This may include, but not be limited to: lecture, written assignments, group discussion and problem solving exercises, media presentation, article and case analysis, student-led discussion, student presentation, reflection on what was learned and documentation of planned application. Some assignments will be individual while some may be group or team assignments. Class will be participative, and each student must be prepared for each class.

## VII. Grades

The course consists of the following assessments. The instructor reserves the right to adjust and/or change the course assessments before and/or during the class.

Description	Percentage
Written Summary	30%
Final Term Paper	50%
Participation / In-class activities	20%
<b>Total</b>	<b>100%</b>

## VIII. Attendance and Participation

Attendance and active classroom participation are required of each student. Tests will cover for all course material provided through lectures and presentations, readings, discussions, cases, and videos during class. **Absences and/or a lack of participation in discussions will impact negatively on the final grade.** Each student is responsible for all material covered and/or assigned and any announcements made in any class session, whether student is present or not. Group activities require all students to participate and contribute to group discussions and projects.

**Students are expected to come to class on time and to have read assigned material before class.** There may be an occasional pop quiz to verify whether students have read the assignments before class. **All work must be turned in on time.** Late work may be accepted but points will be taken off if work is not turned in to instructor when it is due. At all times, in class and group discussions, students are expected to respect contributions, questions, and opinions of other people. Demeaning others in any way is not acceptable.

## IX. Academic Integrity Policy

Examples of scholastic dishonesty include, but are not limited to, plagiarism, cheating on assignments or tests, taking, unauthorized reuse of work, etc. If it is determined that a student has engaged in scholastic dishonesty, the faculty shall adhere to the [Academic Integrity Policy stated in the UIW Catalog](#).



## X. Grading Scale

The University of the Incarnate Word operates on a semester basis using a 4-point grading scale as follows. Registrar Online Resource: <https://my.uiw.edu/registrar/academics/grading-scale.html>.

Grade	Descriptive Grade	Numeric Grade	Grade Points
A	Excellent Scholarship	93-100	4.00
A-	Excellent Scholarship	90-92	3.70
B+	Good Scholarship	87-89	3.30
B	Good Scholarship	83-86	3.00
B-	Good Scholarship	80-82	2.70
C+	Satisfactory Scholarship	77-79	2.30
C	Satisfactory Scholarship	70-76	2.00
D+	Poor Scholarship	67-69	1.30
D	Poor Scholarship	63-66	1.00
D-	Poor Scholarship	60-62	0.70
F	Failure	Less than 60	0.00
IP	Incomplete work		None assigned; converts to an F after expiration date or deadline of six months
N	Grade not reported by faculty		None assigned
NG	No grade required		None assigned; used for thesis and dissertation courses
P	Satisfactory Scholarship	70-100	None assigned
S	Satisfactory Scholarship	70-100	None assigned
W	Withdrawn from the University		None assigned

## XI. Course Add/Drop Procedure

Students are responsible for communicating and updating any potential changes, including dropping a course, to the UIW Heidelberg Academic Director **and** their Academic advisor at UIW before implementing any changes.

Dropping or changing a course may delay a student's intended graduation date due to classes not adhering to their degree plan.

The Study Abroad Advisor, UIW European Liaison and/or any other administrative personnel are **not** responsible for the student's academic planning.



## SUPPLEMENTAL COURSE INFORMATION

### **Notification – Be Aware:**

Due to the nature of this topic and our pursuit for further understanding, we may use materials that may be considered inappropriate or distressing. Please use trigger warnings in your presentations where appropriate. Give your fellow students time to leave the room or prepare mentally before showing disturbing materials. This is not to scare anyone away. If you know that you react to certain materials, you are allowed to leave the room. You can still take the class.

If any subjects, pictures, conversations, etc. cause you to be uncomfortable, please voice your concerns at any point during the semester, in or out of class. Your comments and feedback are welcomed as we pursue our shared journey to add to the body of knowledge.