Spring 2-1-2017

SOCI 355.01: Population and Society

Teresa R. Sobieszczyk

University of Montana - Missoula, teresa.sobieszczyk@umontana.edu

Let us know how access to this document benefits you.

Follow this and additional works at: https://scholarworks.umt.edu/syllabi

Recommended Citation

https://scholarworks.umt.edu/syllabi/5304

This Syllabus is brought to you for free and open access by the Course Syllabi at ScholarWorks at University of Montana. It has been accepted for inclusion in Syllabi by an authorized administrator of ScholarWorks at University of Montana. For more information, please contact scholarworks@mso.umt.edu.
COURSE DESCRIPTION
As global citizens of the 21st century, we face a variety of dilemmas related to population: a dearth of babies in some countries and an excess of babies in others, environmental degradation, threatened food security, the pressures of international labor migrants and refugees, and dying before our time, to name a few. This course introduces theoretical and empirical literature concerning selected population problems, with a special emphasis on those related to less industrialized countries, gender, and development. We will use the basic concepts and measurement techniques of demographic analysis to better understand the causes, meanings, and implications of these population issues. Students will be expected to develop a critical perspective as to why certain population trends are defined as problems and why analysts may disagree on the extent or nature of these problems. Student performance will be evaluated based on three exams, homework assignments, attendance, and preparation for and participation in class.

This course is a content course for the International Development Studies minor, the Women's, Gender, and Sexuality Studies minor, and the Global Public Health minor. Please contact me if you are interested in any of these minors.

COURSE OBJECTIVES
During this term, students will:
1. Employ demographic concepts and basic measurement techniques to describe and explain trends in fertility, mortality, migration, population structure, and population growth in countries around the world.
2. Evaluate theories and measures of fertility, mortality, migration, population structure, and population growth.
3. Employ population theories and concepts to assess contemporary demographic issues.
4. Analyze population policies and related population outcomes.
**COURSE REQUIREMENTS**

*Moodle:*

Course readings, review sheets, and announcements will be posted on the Moodle System. In addition, for most lectures, I will post the most important charts and graphs as Power Point files on Moodle. You can access Moodle for this course by clicking on the Moodle link in Cyberbear, and then finding the class by my last name (Sobieszczyk) or SOCI 355. Go to any computer lab on campus or print from home if you have the necessary file readers and computer programs. Students who miss a lecture should be sure to print relevant charts and graphs from lectures, review class announcements, and obtain the class notes from the missed lecture from a fellow classmate.

*Classroom Environment*

I will respect you by dismissing class on time each day. In return, please show your respect for me and your fellow class members by coming to class on time, refraining from chatting, reading newspapers, texting, web surfing, or otherwise disrupting class. If you need to leave class early, please let me know before class begins so that I don't worry about you! Be sure to turn off your cell phone when you come to class. If I catch you texting or using a computer for something other than taking notes, I will confiscate your device for the remainder of the class period. Also note that the whole class will start with 5 extra credit points. Every time the TA or I notice someone texting or misusing a computer in class, I will subtract one point from each class member's 5 extra credit points – in other words, the whole class loses one extra credit point if one student is caught texting or misusing a lap top or tablet in class that day.

We will be talking about some sensitive and potentially controversial issues this term. Please treat each other and each other's ideas respectfully. Keep in mind that the University of Montana forbids discrimination on the basis of ethnicity, race, religion, sex, age, marital status, sexual orientation, or disability.

**Attendance, Class Preparation, Homework, and Participation (20%)**

I expect students to attend each class and to be on time. If you are habitually absent or tardy, your grade will be lowered. I also expect you to complete assigned readings prior to the class for which they are assigned and to be prepared to discuss them with your peers in class. Several times during the semester, your participation and preparation for class will be evaluated with attendance, discussions, problem solving activities, homework exercises, quizzes, and/or other exercises. Keep in mind that if you miss a class, you may not make up missed class work, quizzes, or attendance, which ultimately lowers your grade. Together, homework assignments, class participation, attendance, class activities, quizzes, and preparation for class will be worth 15 percent of your overall grade.

**Homework**

Please see the attached list of nine homework assignments. All homework assignments should be printed on a computer printer or hand written very neatly. Be sure to cite your sources using the citation guidelines attached at the end of the syllabus and discussed in class. Please save all graded homework in a folder as you will need to submit the whole packet of homework along with Homework #9. Be sure that you write your own homework responses to avoid plagiarism. If you have to miss the class for which a homework assignment is due, please bring it to a class prior to the due date, drop it off in my mailbox before class, or send it to class with a friend; otherwise, it will be considered late. All homework is due at the *beginning of class* on the date listed in the syllabus. Late homework exercises will be accepted within 1 week of the due date listed in the syllabus; however, assignments turned in later than the class period in which they were due will be lowered one letter grade from what they would otherwise have received. In other words, a homework assignment that would originally have received an “A” will receive a “B.” All late assignments must be turned in by the last day of class.

**Small Group Poster Project (15%)**

In a group assigned in class, you will collaborate to complete a poster project on an issue or problem related to some aspect of population. You and your group members will present the poster during the poster sessions held 4/16 and 4/18 in class. No late posters will be accepted! Be sure to attend the poster session itself as
information from the posters will be on the final exam! The degree to which you cooperated with and helped your small group will be a part of your grade, and those who fail to adequately participate in their small group will receive a zero for the project. Note the poster evaluation form and citation guidelines at the end of the syllabus.

Exams (65%)
During the course, four exams will be given. Exams most likely will include multiple choice, short answer, and/or essay questions, as well as a few fairly simple demographic calculations or interpretations. Exams will ask you to think critically and synthesize arguments and will cover materials from course readings, lectures, and videos. The exams will be non-cumulative, except to the extent that earlier materials inform later issues, particularly population policy.

Make up Exams
Students with documented health or legal issues or who have three or more final exams in one day may be allowed to take a make-up exam with prior notice and permission from the professor. Students who miss the regular exam and have an acceptable excuse must schedule and complete a make up with no more than one week after the scheduled exam date. It will not be possible to make up exams more than a week after the scheduled exam date, and the student’s score for that exam will revert to a zero. Make up exams likely will be in an essay format. All make up exams will be given at UM Testing Services, Lommasson Center 154. You will need to schedule an appointment with UM Testing Services and take the make up exam within 7 days of the regular exam. Testing Services charges a $5 fee for taking a make up exam. Its contact information is (406)243-2175 or testingservices@umontana.edu

Distribution of Course Grade

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 Exams</td>
<td>65</td>
</tr>
<tr>
<td>Small Group Poster Project</td>
<td>15</td>
</tr>
<tr>
<td>Homework, quizzes, participation, in-class activities</td>
<td>20</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100%</td>
</tr>
</tbody>
</table>

A plus / minus system of grading will be employed (e.g. 93+ = A, 90-92 = A-, 87-89 = B+, 83-86 = B, 80-82 = B- and so on). All materials (books, videos) borrowed from Dr. Sobieszczyk must be returned by the final exam for the class or you will earn an ‘Incomplete,’ which will remain on your record until the materials are returned or replaced. If you are enrolled Pass/Not Pass, you must earn a C or better to pass.

ADDITIONAL INFORMATION

Office Hours
Please feel free to visit me during office hours. Generally, we will be available for a few minutes after class if you have a quick question. If you are unable to attend our scheduled office hours, you may arrange to meet us at a different time by appointment.

Extra Credit
From time to time, extra credit opportunities may appear. See page 14 for GPH lecture series extra credit opportunities. Attend and type up a 2-3 page paper about the film or lecture. The paper should include (a) a summary of the presenter’s or film’s main points and (b) a critique of the arguments (e.g. did you agree with the points; why/why not).

Study Groups
I recommend that you participate in study groups to discuss readings and review for exams. Students who meet together in study groups tend to do much better on homework assignments and exams than those who do not. Keep in mind that even if you meet in a study group to discuss an assignment, the work you turn in must be written individually, in your own words!
Reading/Assignment Schedule (subject to change)
Films denoted with “TS” are in Dr. Sobie’s own collection; films with “ML” are available from the Mansfield Library Reserve Desk. Short films available online are listed by their web address. All films listed will be shown in class, so there is no need to watch them before coming to class. However, readings listed for a given date should be completed PRIOR to class as we will be covering them in class. Readings are available on Moodle. Any assignments are due at the beginning of class on the date listed or they will be considered late.

Monday 1/23/17: Introduction to Course, Thinking Demographically
Reading assignment: None
In-class assignment: Complete student bio form & turn in at the end of class

Wednesday 1/25/17: Population Data

Friday 1/27/17: Country Assignments, On-line Population Data Sources, Citations, Reference Lists, Background on Population Structure
Reading assignment: None
In-class assignment: Complete citation and reference list worksheet with a fellow student & turn in at the end of class

Monday 1/30/17: Population Pyramids, Dependency Ratios, and Sex Ratios
In-class assignment: Work in small groups to interpret population pyramids & population data provided & submit at end of class

Wednesday 2/1/17: Fertility Measurement & Proximate Determinants of Fertility
Homework due: HW #1 (see list of homework assignments, below, for details on this & all homework assignments)

Friday 2/3/17: Explaining High Fertility
Film: Desired Number (excerpt from Women’s Lives and Choices) (TS/ML, VT 09858)

Monday 2/6/17: The Problem of Low Fertility
Film: excerpt from World in the Balance (ML, DVD 00837)

Wednesday 2/8/17: The History of Gender and Coercion in Population Control
Film: Skin Deep (available at https://www.youtube.com/watch?v=5HElKzld1sk)
Homework due: HW #2
Friday 2/10/17: Fertility Discussion Day  
Reading assignment: None

Monday 2/13/17: EXAM #1

Wednesday 2/15/17: Mortality Measures and Issues  

Friday 2/17/17: Mortality Issues in the U.S.  

Monday 2/20/17: No class – President’s Day

Wednesday 2/22/17: HIV/AIDs  

Friday 2/24/17: Issues in Gender and Mortality  
Film: *No Woman Should Die During Birth: Maternal Mortality in Sierra Leone* (Available at [https://www.youtube.com/watch?v=oHjwc4a57Vo](https://www.youtube.com/watch?v=oHjwc4a57Vo) )

Monday 2/27/17: Mortality Discussion Day  
Reading assignment: None  
Homework due: HW #3

Wednesday 3/1/17: Population Growth  
Short film: *Seven Billion* (available at [http://www.youtube.com/watch?v=sc4HxPxNrz0&feature=related](http://www.youtube.com/watch?v=sc4HxPxNrz0&feature=related))

Friday 3/3/17: Population and the Environment  

Monday 3/6/17: Demographic Transition and Economic Theories

Wednesday 3/8/17: Population Growth Reconsidered
Film excerpt: Overpopulated (available at https://www.youtube.com/watch?v=-UbmG8gtBPM)

Friday 3/10/17: Population Growth Discussion Day
Reading assignment: None
Homework due: HW #4

Monday 3/13/17: EXAM #2

Wednesday 3/15/17: An Introduction to Migration

Friday 3/17/17: Migration Theories, Part 1

Monday 3/20/17 – Friday 3/24/17: SPRING BREAK – ENJOY!

Monday 3/27/17: Migration Theories, Part 2
Film excerpt: Sixty Minutes (TS) (on Global Nursing Shortage and Labor Recruitment)

Wednesday 3/29/17: Migration Realities
Reading assignment: None
Film: Tale of a Journey (Available at https://www.youtube.com/watch?v=mYXQKWlII0)

Friday 3/31/17: Human Trafficking & Human Smuggling
Homework due: HW #5
Monday 4/3/17: Contemporary US Immigration

Wednesday 4/5/17: Climate Change Displacement
Film: *Sun Come Up* (DVD 06089, ML)

Friday 4/7/17: The Current World Refugee Crisis
(3) Rosenthal, Max. 2015. “America Once Accepted 800,000 War Refugees. Is It Time to Do That Again?” *Mother Jones* 11 Sept.
Short Film: *The European Refugee Crisis and Syria Explained* (Available at [https://www.youtube.com/watch?v=RvOnXh3NN9w](https://www.youtube.com/watch?v=RvOnXh3NN9w))

Monday 4/10/17: Migration Discussion Day
Reading assignment: None
Homework due: HW #6

Wednesday 4/12/17: EXAM #3

Friday 4/14/17: Poster Preparation Session (Student groups bring in poster board and charts etc. and use Dr. Sobie’s materials to create elegant posters. Please bring your printed materials to class for assembly.)
Reading assignment: None

Monday 4/17/17: Poster Presentation Day #1
Reading assignment: None
Homework due: Small Group Poster for group A due at beginning of class

Wednesday 4/19/17: Poster Presentation Day #2
Reading assignment: None
Homework due: Small Group Poster for group B due at beginning of class

Friday 4/21/17: Population Policies and World Population Conferences

Monday 4/24/17: Critiquing Fertility Control Policies
Wednesday 4/26/17: Critiquing Contraceptive Sentencing & Coerced Contraceptive Policies
Homework due: HW #7

Friday 4/28/17: The Evolution of China’s Fertility Policies, Part 1

Monday 5/1/17: The Evolution of China’s Fertility Policies, Part 2
Reading assignment: None
Film: China’s Only Child (TS)

Wednesday 5/3/17: Population Policy Discussion Day
Reading assignment: None
Homework due: HW #8

Friday 5/5/17: Population in the 21st Century: Where Do We Go From Here?
Reading assignment: None

Wednesday 5/10/17: Final Exam 3:20-5:20 in our regular room

CITATIONS & PLAGIARISM
To avoid plagiarism you MUST cite your sources if you use a direct quotation, statistic, table, map, chart, or idea that is not common knowledge taken from course readings, lectures, movies, websites, or another source. Passing off someone else’s work as your own (plagiarizing), even unintentionally, violates the university’s code of academic conduct and will result in serious consequences. Citations for direct quotations and statistics MUST include a page number. Please see me if you have any questions about citations or plagiarism.

Forms of Citations
For this class, please use the Chicago method of citation (detailed below). For the Chicago Style of Citation, two forms of citation are permitted. These are (1) the traditional method of footnotes with a bibliography and (2) the now generally favored method of parenthetical references with a reference list at the end of the paper or poster. This guide follows the second, parenthetical reference method. Titles of works cited should be italicized.

Parenthetical References (Turabian, Section 10)
In the parenthetical reference system recommended in this guide, authors' names and dates of publication are given in parentheses within the running text or at the end of block quotations, and correspond to a list of works cited which is placed at the end of the paper. This list is arranged alphabetically by author's family names and chronologically within lists of works by a single author. It can be called "References."

Below, I detail what your references in the text of your poster and your homework should look like.
A. Parenthetical reference in which you use the author’s name in the sentence:


B. Parenthetical reference following a quotation for a quotation less than 2 type-written lines long, without the author’s name used in the sentence:

Steinbeck is an imaginative writer who sought to breach "the narrow constraints of conventional language" (Huggins 2002, 180). His is the finest example of this type of writing.

C. If your quotation is more than two type-written lines, then you should indent it uniformly and single space it (with double spacing between rest of the text and the indented, single-spaced quotation):

Labor migrants who go abroad through unauthorized channels tend to increase their risks of being exploited, though there is some possibility for gaining redress. As noted in the 1980 Thai Labor Code, Those who deceive others by claiming that they have the ability to find them employment abroad or can send them abroad for training and ask for money or gifts or other benefits from the person they are deceiving must be punished with imprisonment of between three and ten years, a fine of between U.S. $1,622 and $5,405, or both (Damrong and Thipin 1985, 37).

Clearly, according to the code, migrants who use or attempt to use an unauthorized mode of recruitment have a limited recourse for obtaining redress from their recruiters.

(***NOTE THE LACK OF QUOTATION MARKS AROUND THE LONG QUOTATION. THEY AREN'T NEEDED AS YOU HAVE ALREADY SET OFF THE QUOTATION BY INDENTING EACH LINE AND SINGLE SPACING IT!)

Examples

The following sets of examples illustrate parenthetical reference (PR) forms for use in your text and corresponding reference list (RL) entries for use in your reference lists.

Book, Single Author
PR: (Franklin 1985, 54)

Book, Two or Three Authors
PR: (Lynd and Lynd 1929, 67)

Book, More than Three Authors
PR: (Greenberger and others 1974, 50)

Chapter in a Book Edited By Another Person
PR: (Taylor 2006, 505)
Article in an Academic Journal
PR:  (Jackson 1979, 180)

Article in a Magazine or Newspaper
PR:  (Weber 1985, 42)

On-Line Documents (Websites)
PR:  (Baker and Hunstead 1995)

For online documents, if no author is provided, please list the article in your in-text citation using the first three words of its title followed by three dots and the year of publication. In the reference list, again, list the article by the title of the article.

Films, DVDs, and Videorecordings
PR:  (DeNonno 1985)

Lectures or Guest Speakers
PR:  (Sobieszczyk 2012)

For further reference, see Turabian, Kate. L. A Manual for Writers. Chicago: University of Chicago Press. Any edition of this book is acceptable, and several different editions are available in Mansfield Library. Consult with Dr. Sobie or the folks at UM’s Writing Center (http://www.umt.edu/writingcenter/) if you need additional help.

Homework Assignments SOCI 355 2017
All homework assignments are due at the beginning of class on the date listed in the syllabus. They should be computer printed or written neatly and include citations and a reference list using the Chicago citation method shown in the syllabus and discussed in class. Please save all graded homework assignments in a file folder as you will have to submit all of them with your response for HW #8.

HW#1 Due Wed. 2/1/17
1. On the US Census Bureau website, look up the 2017 (or other very recent) population pyramid for each of your two countries and print out each pyramid. Be sure to cite your source on each one.
2. Write a short paragraph for each country, analyzing each pyramid for the following issues:
   a. Sex ratio
   b. Age structure
   c. Whether the population appears to be growing, stationary, or shrinking

HW#2 Due Wed. 2/8/17 (See sample below)
1. Look up the TFRs for each of your two countries for 1980 and 2016 (US Census) and adolescent fertility rate for 2012 (or 2013, whichever is available), and percent births attended by skilled staff (World Bank B).
2. Make a table of your data. Don’t forget to add citations. (see sample table below)
3. Write 2 paragraphs. In each paragraph, analyze the fertility situation in one of your countries. Issues to consider: change in TFR over time, whether or not TFR is above or below replacement, whether the adolescent fertility rate and percent births attended by skilled staff seem high or low.

4. Add a reference list in the format shown above & practiced in class.

Table 1. Fertility Data, Selected Dates, by Country

<table>
<thead>
<tr>
<th>Country</th>
<th>TFR 1980</th>
<th>TFR 2016</th>
<th>Adolescent Fertility Rate 2012</th>
<th>% Births Attended by Skilled Staff 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Country A (list your country)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Country B (list your country)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source(s): ______________________________________

References

(Here please list in alphabetical order the reference list entries for your data using the citation method detailed in the syllabus and discussed in class.)

******************************************************************************************

Homework #2 (Sample)

Table 1. Total Fertility Rates, 1995 (Note here that I had to change the date as 1980 wasn’t available for Thailand) and 2015, Adolescent Fertility Rates 2010-14, and Percent Births Attended by Skilled Staff, 2005-2012, by country

<table>
<thead>
<tr>
<th>Country</th>
<th>TFR 1995</th>
<th>TFR 2015</th>
<th>Adolescent Fertility Rate 2010-14</th>
<th>% Births Attended by Skilled Staff, 2005-2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thailand</td>
<td>2.0*</td>
<td>1.5*</td>
<td>41**</td>
<td>99%***</td>
</tr>
<tr>
<td>Singapore</td>
<td>1.3*</td>
<td>0.8*</td>
<td>6**</td>
<td>100%***</td>
</tr>
</tbody>
</table>

Sources:  *US Census Bureau 2015  
**World Bank 2015  
***Kaiser Family Foundation 2015

The data on Thailand indicates that fertility is very low and declining over time. Thailand’s TFR was below replacement in both 1995 and 2015. The adolescent fertility rate is fairly low (I know this from glancing over the World Bank Data for all countries listed), though significantly higher than that of Singapore. The country has a very high proportion of births attended by skilled staff, at 99%, which is well above the world average of 70% (Kaiser Family Foundation 2015).

The data on Singapore indicates that . . .
References


---

Note: Since data on percentage of births attended by skilled staff is not available for every country using the World Bank data, you may look at the following website for the information:


 HW#3 Due Mon. 2/27/17
1. First, look up the IMR, MMR, and overall life expectancy at birth for each of your two countries for 80 and 2015 (or years close to these if these exact years are unavailable). (US Census). Then, for a recent year (e.g. 2012 – use most recent available), find out the “health expenditure per capita, PPP” [in purchasing parity dollars, which is the best comparison] and improved sanitation facilities [percent population with access] and improved water source [percent population with access]. (World Bank A)
2. Make a table listing each country and showing this data. Don’t forget to add citations/sources
3. Then, write a short paragraph explaining which mortality issue you think is most serious for each country and why (infant mortality, maternal mortality, population aging, health care spending per capita, water and sanitation). If needed, you may do additional research on line to help you with your explanation.
4. Conclude with a reference list.
HW#4 Due Wed. 3/10/17
1. Look up the 2014-15 population size and population growth rate for each of your countries. (US Census)
2. Calculate the population doubling time for each of your countries and write it beside each country’s population growth rate (do calculation for each country on your own)
3. Make a small table to show this data.
4. Write a short paragraph explaining which of your two countries should be more concerned with population growth and why you think this is the case.
5. Conclude with a reference list.

HW#5 Due Wed. 3/31/17
Read the two readings assigned for today. Then briefly answer the following questions in complete sentences using information from the readings. **Be sure to cite your sources and provide a reference list at the end of your responses.**
1. Based on your understanding of the article “‘Sea Slaves’: The Human Misery That Feeds Pets and Livestock,” by Urbina (2015), discuss the difficult conditions that trafficked Cambodian men face on Thai fishing boats.
2. Based on your understanding of the chapter “The Diverse Consequences of Human Trafficking,” by Shelley (2010), describe the main demographic and health impacts of human trafficking.

HW#6 Due Mon. 4/10/17
1. Look up the 2015 net migration rate per 1,000 population and the net number of migrants for each of your countries. (US Census)
2. Make a small table of this data. Be sure to cite your sources.
3. Then explain the problem with the net migration rate as a measure of overall migration flows.
4. Are either of your countries sending or receiving refugees? Why? Discuss briefly. (You will have to search for this information on line – try the UNHCR or IMR)
5. Add a reference list

HW#7 Due Wed. 4/26/17
Read the two articles assigned for today. Then briefly answer the following questions in complete sentences. **Be sure to cite your sources and provide a reference list.**
1. Based on your understanding of Dresser’s (1996) chapter, discuss why long-term contraceptive sentencing in the US criminal justice system is both gender and class biased.
2. Based on your understanding of Newman and Feldman-Jacobs (2015), briefly discuss two reasons why it is important to consider human rights vis-à-vis family planning issues.

HW#8 Due Wed. 5/3/17
1. Look up back at the various issues faced by your two countries, which you have investigated this term. Identify the two most significant population issues currently faced by each country and list them in your paper (by country).
2. For each population issue identified in part 1, propose a policy or program that would address it and briefly explain why your proposed policy or program would be an appropriate and ethical way to address it. *(Keep in mind that we will also review your folder of work and assess whether the population issues you identify for this HW are actually the most significant ones!)*
3. If needed, provide citations and a reference list.
EXTRA CREDIT OPPORTUNITY: Attend up to 2 of the following lectures & type up a 2-3 page summary and critique of each presentation. Due by last day of class. Note—I only selected lectures relevant to our class!

GLOBAL PUBLIC HEALTH SPRING LECTURE SERIES
Presentations by transnationally engaged Montana health-care practitioners.
Includes insights from medicine, virology, nursing, physical therapy, information management, education, dental hygiene, disabilities, occupational therapy, political science, agriculture, and public health planning.
OPEN TO THE PUBLIC & FREE TO ATTEND- UM GALLAGHER BUILDING Rm 123 - 6:40pm - 8pm

<table>
<thead>
<tr>
<th>Date</th>
<th>Presenter</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feb 1</td>
<td>Kate Hurley, RN, MBA, MSN, Healthcare Consultant</td>
<td>“Ethics and Ebola: Public Health Planning and Response”</td>
</tr>
<tr>
<td>Feb 8</td>
<td>Linda Jacobsen, CNM, CFNP, MPH, Deputy Chief Nursing Officer, Seed Global Health</td>
<td>“The Global Health Service Partnership: A Novel Approach to Addressing Human Resources for Health”</td>
</tr>
<tr>
<td>Feb 15</td>
<td>Tim Nielson, RPT, and Mary Nielson, MSN, RN, Team Leaders for Tanzania Medical Mission</td>
<td>“Med-Gyver Medical Care Mission in Tanzania”</td>
</tr>
<tr>
<td>Mar 1</td>
<td>Jessica Crawford, MPH, MA, Senior Manager &amp; Group Lead, Health Systems, VillageReach</td>
<td>“Health Systems Strengthening at the Last Mile”</td>
</tr>
<tr>
<td>Mar 15</td>
<td>Nerissa Koehn, MD, Associate Program Director, and Rachel LaRocca, MD, Resident, Family Medicine Residency of Western Montana</td>
<td>“Refugee Health in Montana”</td>
</tr>
<tr>
<td>Mar 29</td>
<td>Darin Bell, MD, Family Medicine, Partnership Health Center</td>
<td>“Health Care and Health Education in Ethiopia”</td>
</tr>
<tr>
<td>Apr 5</td>
<td>Tenly Snow, MS, Information Systems Manager, VillageReach</td>
<td>“Reaching the Last Mile: How Better Data Visibility Can Improve Health Outcomes in LMICs”</td>
</tr>
<tr>
<td>Apr 12</td>
<td>Bob Quinn, Organic Farmer and President of Kamut, Int., Big Sandy, MT</td>
<td>“Can the Health Problems Created by Modern Wheat be Solved with Ancient Wheat?”</td>
</tr>
<tr>
<td>Apr 19</td>
<td>Madison Schwarzkoph, GPH minor, UM, Maddie Covey, Exercise Science major, GPH minor, UM</td>
<td>“Global Grizzlies: Arusha, Tanzania” and “An Indian Summer: A Look at Women’s Health in Northern India”</td>
</tr>
<tr>
<td>Apr 26</td>
<td>Tamara Kittleson-Aldred, MS, OTR/L, ATP/SMS, Occupational Therapist/Seating and Positioning Specialist</td>
<td>“24-hour Postural Care in Peru: Empowering Families Caring for Children with Disabilities”</td>
</tr>
<tr>
<td>May 3</td>
<td>Lisa Fleischer, MD, Family Medicine, Kalispell Regional Medical Center</td>
<td>“Challenges in Health-care Delivery in St Lucia”</td>
</tr>
</tbody>
</table>