GLOBAL PUBLIC HEALTH (DWA & UEP 248), Fall 2016
Tuesday and Thursday 10:05 – 11:30 am, WEIN 209

Instructor: Jane Schmitz, Ph.D.
Contact information: email schmitz@oxy.edu
Office hours: Tuesdays & Thursday 11:45 to 1:15, UEP 204

Course description
The course will examine major global public health problems and the range of responses from international organizations, transnational networks, and domestic and community-based institutions. Despite improvements in the health status of low- and middle-income countries over the last half-century, the challenges to advance global public health remain daunting. What are the sorts of strategies these actors have used in addressing such health issues as HIV/AIDS, malaria, unsafe food and water, tobacco use, and others? Can a biosocial approach improve our response to underlying determinants of ill-health? The course will present basic concepts for understanding global public health, including indicators of population health and the political, social and economic determinants of health. We will utilize a case study method to examine successful and less successful efforts to improve global health and to debate enduring political, economic, social and cultural controversies in the arenas of global health. Students can expect to gain knowledge of the major issues and actors in global public health and an introduction to the analytic and quantitative skills needed to be effective.

Course website: Cross-listed moodle site “XLSA 2201701” https://moodle.oxy.edu/course/view.php?id=20164

Required textbooks
Farmer P, Yong Kim J, Kleinman A and Basilico M. Reimagining Global Health: An Introduction.

Grading

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
<th>Due</th>
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<tbody>
<tr>
<td>Class attendance &amp; participation</td>
<td>10%</td>
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<tr>
<td>Quizzes</td>
<td>15%</td>
<td>9/13, 9/22, 9/25 &amp; 11/17</td>
</tr>
<tr>
<td>Mid-term paper</td>
<td>35%</td>
<td>10/18</td>
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<tr>
<td>Final paper</td>
<td>15%</td>
<td>11/15</td>
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<tr>
<td>Final exam</td>
<td>25%</td>
<td>12/9 @ 8:30</td>
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Letter grades will be assigned according to the following scale: ≥93 A; 90 to 92 A-; 87 to 89 B+; 83 to 86 B; 80 to 82 B-; 77 to 79 C+; 73 to 76 C; 70 to 72 C-; 67 to 69 D+; 63 to 66 D; 50 to 62 D-; ≤49 F
## Course schedule

<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Topic</th>
<th>Deliverable</th>
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<tbody>
<tr>
<td>1</td>
<td>Thu Sept 1</td>
<td>What is global health? The cholera epidemic in Haiti; Introduction to course</td>
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<tr>
<td>2</td>
<td>Tue Sept 6</td>
<td>Biosocial approach to global health- from Upper Silesia to Kibera</td>
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<tr>
<td>3</td>
<td>Thu Sept 8</td>
<td>Social theories relevant to global health</td>
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<tr>
<td>4</td>
<td>Tue Sept 13</td>
<td>History of global health, part I: colonial medicine</td>
<td>QUIZ #1</td>
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<tr>
<td>5</td>
<td>Thu Sept 15</td>
<td>History of global health, part II: health for all?</td>
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<td>6</td>
<td>Tue Sept 20</td>
<td>History of global health, part III: The global AIDS response</td>
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<tr>
<td>7</td>
<td>Thu Sept 22</td>
<td>Global burden of disease &amp; Health transitions</td>
<td>QUIZ #2</td>
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<tr>
<td>8</td>
<td>Tue Sept 27</td>
<td>Metrics of health &amp; disease</td>
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<tr>
<td>9</td>
<td>Thu Sept 29</td>
<td>Maternal and neonatal health</td>
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<tr>
<td>10</td>
<td>Tue Oct 4</td>
<td>Dynamics of climate and health in sub-Saharan Africa, <em>Mimi Nartey</em></td>
<td>Mid-term paper: tables &amp; figure(s)</td>
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<tr>
<td>11</td>
<td>Thu Oct 6</td>
<td>Child undernutrition and mortality</td>
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<tr>
<td>12</td>
<td>Thu Oct 11</td>
<td>NO CLASS, Fall Break</td>
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<tr>
<td>13</td>
<td>Tue Oct 18</td>
<td>Introduction to health systems &amp; cross-national comparisons</td>
<td>MID-TERM PAPER</td>
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<tr>
<td>14</td>
<td>Thu Oct 20</td>
<td>Community responses to humanitarian health crisis in Burma, <em>Adam Richards</em></td>
<td>Screening of <em>Walk to Beautiful</em> at 7pm</td>
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<td>15</td>
<td>Tue Oct 25</td>
<td>Discussion of <em>Walk to Beautiful</em></td>
<td>QUIZ #3</td>
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<tr>
<td>16</td>
<td>Thu Oct 27</td>
<td>Case studies in health systems in acute humanitarian emergencies, <em>Parveen Parmar</em></td>
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<td>17</td>
<td>Tue Nov 1</td>
<td>Introduction to programs in global health</td>
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<td>18</td>
<td>Thu Nov 3</td>
<td>Behavior change programs to improve sanitation and hygiene</td>
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<td>19</td>
<td>Tues Nov 8</td>
<td>Global reproductive health programs, <em>Mellissa Withers</em></td>
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<td>20</td>
<td>Thu Nov 10</td>
<td>Programs to prevent obesity and non-communicable disease</td>
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<td>21</td>
<td>Tue Nov 15</td>
<td>Funding global health: foreign aid &amp; philanthropy</td>
<td>FINAL PAPER DUE</td>
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<td>22</td>
<td>Thu Nov 17</td>
<td>The World Health Organization</td>
<td>QUIZ #4</td>
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<td>23</td>
<td>Tue Nov 22</td>
<td>The Trans-Pacific Partnership &amp; health</td>
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<tr>
<td>24</td>
<td>Thu Nov 24</td>
<td>NO CLASS, Thanksgiving</td>
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<td>25</td>
<td>Tue Nov 29</td>
<td>Debate</td>
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<td>26</td>
<td>Thu Dec 1</td>
<td>The Framework Convention on Tobacco Control, <em>Heather Wipfli</em></td>
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<td></td>
<td>Tue Dec 6</td>
<td>Re-cap course &amp; final exam review</td>
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<td></td>
<td>Fri Dec 9 @ 8:30 am</td>
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<td>FINAL EXAM</td>
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Readings

Session 1, Introduction

RGH Preface, Ch 1

Session 2, Biosocial approach


Session 3, Social theories

RGH Ch 2


Kleinman, The art of medicine: Four social theories for global health. Lancet

Session 4, History of global health, colonial medicine

RGH Ch 3

Session 5, History of global health, health for all?

RGH Ch 4

Session 6, History of global health, global AIDS response

RGH Ch 5

Power, S. The AIDS Rebel; An activist fights drug companies, the government-and his own illness. The New Yorker. 19 May 2003.

Session 7, Demographic & epidemiologic transitions


Session 8, Metrics of health and disease

RGH Ch 8


Economist & CSIS Blog posts


Session 9, Maternal and neonatal health

**Session 10, Dynamics of climate and health in sub-Saharan Africa, Mimi Nartey**

**Session 11, Undernutrition II**


**Session 12, NCDs**


**Session 13, Introduction to health systems**

RGH, ch 6


**Session 14, Community responses to the humanitarian health crisis in Burma, Adam Richards**

**Session 15, Discussion of Walk to Beautiful**

“The film tells the personal stories of rural women who make their way to Ethiopia’s capital, Addis Ababa, seeking treatment for obstetric fistula, a life-shattering complication of childbirth.” –NOVA website http://www.pbs.org/wgbh/nova/body/a-walk-to-beautiful.html


**Session 16, Health systems in acute humanitarian emergencies: case studies, Parveen Parmar**

**Session 17, Introduction to programs in global health**

**Session 18, Behavior change programs to improve sanitation and hygiene**


**Session 19, Global reproductive health programs, Mellissa Withers**

**Session 20, Vitamin A supplementation programs**
Sommer & West. *Vitamin A Deficiency: Health, Survival and Vision.* Read Chapter 1: Background & Chapter 2: Child survival


Masanga et al. Vitamin A supplementation in Tanzania: the impact of a change in programmatic delivery strategy on coverage. *BMC Health Services Research.*


Organization.

**Session 21, Funding global health**


**Session 22, The World Health Organization and control of non-communicable disease**


**Session 23, The Trans-Pacific Partnership**


Medecins Sans Frontieres. Trading Away Health: The Trans-Pacific Partnership Agreement. Briefing Note.


**Session 24, Debate. Resolved: Less media attention and funding should be paid to infectious disease epidemics and more to the pandemic of chronic non-communicable disease**

**Session 25, Framework Convention on Tobacco Control, Heather Wipfli**


**Session 26, Wrap up course & final exam review**
From the Student Handbook, Occidental College
(http://www.oxy.edu/student-handbook/academic-ethics/academic-ethics)

Cheating Defined
Cheating occurs when a student attempts to complete or take credit for work by any dishonest means or assists another in doing so. Some examples of cheating include lying; copying from another’s exam or assignment or collaborating on an exam or assignment, unless specifically allowed by the instructor; submitting the same work in more than one course without instructor permission; falsifying data collected in research or laboratory courses; taking or receiving copies of an exam without the permission of the instructor; and using notes or other information devices inappropriate to the test conditions.

Plagiarism Defined
Plagiarism occurs when the ideas, organization, or language of another are incorporated into one’s work without properly crediting the original source with a citation or other disclosure. It includes re-writing or re-formatting material without acknowledging the original source of the ideas. Even if the language and organization are in the student’s own words, any ideas or information that is not common knowledge must be acknowledged in a reference.

Students are responsible for knowing and using the correct procedures for acknowledging and identifying sources of borrowed material. Failure to properly credit sources in all or part of work presented in draft or final form to anyone is plagiarism, regardless of whether it occurs as a result of dishonest intent or carelessness and regardless of the course credit attached to it. As a student scholar, if you:

• Quote directly from a source: you must enclose the quoted material, even if it is no more than a phrase or a single distinctive word (such as a neologism), within quotation marks, and provide a reference.
• Paraphrase, i.e., restate the material in your own words: (a) the paraphrasing must represent a substantial change from the original, not just the changing of occasional words and phrases, and (b) you must provide a reference.
• Present material that is common knowledge, but borrow someone else’s organizational pattern: you must acknowledge that borrowing in a reference.