I. Course Description

Global health concerns cross the borders of developed and developing nations. This class will focus on the effect of globalization on social and scientific consequences in public health. Topics will include the interplay between global stressors such as population, war, economics, urbanization and environment and their effects on the health of women and children, the spread of infectious and chronic diseases, nutrition and environmental health.

Competencies

The core competencies for public health professionals are a consensus set of skills identified by the Council on Linkages (CoL) between academia and public health practice as being desirable for the delivery of the essential public health services. The CoL competencies identified for this course are:

Domain 2: Policy Development/Program Planning Skills
2.7 Examines the feasibility (e.g., fiscal, social, political, legal, geographic) and implications of policies, programs, and services

Domain 5: Community Dimensions of Practice Skills
5.2. Identifies relationships that are affecting health in a community (e.g., relationships among health departments, hospitals, community health centers, primary care providers, schools, community-based organizations, and other types of organizations)

**Domain 8: Leadership and Systems Thinking Skills**

8.2. Describes public health as part of a larger inter-related system of organizations that influence the health of populations at local, national, and global levels
8.4. Collaborates with individuals and organizations in developing a vision for a healthy community (e.g., emphasis on prevention, health equity for all, excellence and innovation)
8.6. Provides opportunities for professional development for individuals and teams (e.g., training, mentoring, peer advising, coaching)
8.8. Modifies organizational practices in consideration of changes (e.g., social, political, economic, scientific)

II. **Course Prerequisites**

None

III. **Course Goals and Objectives**

After completion of this course, students will be able to:

- Discuss major determinants of global public health
- Discuss political economy of global public health issues
- Describe the most prevalent global diseases.
- Identify risk factors, and major policy issues for prevention and control of diseases of global importance.

IV. **Methods of Instruction and Work Expectations**

**Lectures and in-class discussion.** The course will include lectures, student presentations, and in-class discussion. Students are required to attend all class sessions and complete assigned readings prior to lectures so they are prepared to participate in hands-on activities and discussion. Students will be asked to identify and critique a resource on global public health issues and on a group project. It is expected that students will spend between three to six hours reading materials and working on a group presentation project.

The last class will be devoted to presentation of group projects. Grading will be based on class presentation and participation in discussions.

**Grades will be assigned for classroom participation.** Students will be able to obtain full credit for classroom participation by asking questions, participating in discussion. There are three graded assignments, First is the Nutritional Security Assignment 20%), the second is Microcredit (20%)

On the final class day, there will be an oral presentation, which will focus on the question of "is Global Health too Medicalized?" Or "Can we eliminate Global Poverty?".

These are group projects that consist of the in-class exercise and an oral report by each member of the group. **If any of the assignments are missed, for any reason, You will Fail the course**

V. **Course Text and Readings**

The required and optional readings are available through the UMN Library, which can be accessed through the course Moodle site.

**Access Course Moodle Site**

- go to https://idp2.shib.umn.edu/idp/umd/login click on the Moodle 2.6 Button.
- login with your University ID and password
- scroll to your course and click on the Moodle site link.

other reading: Munk, N. The Idealist: Jeffery Sachs and the Quest to End Poverty; Anchor Press, ISBN;
We will read this book and discuss its implications on Global Health

**Pre-Course Assignment:**
Chapters 1 and 16, from the required text, and PMID: 16078989, 23465103 should be read prior to the first class session.

**It is expected that reading assignments will be completed before the class session for discussion during the class.**


**ABSTRACT:** This paper describes a conceptual framework for the health implications of globalization. The framework is developed by first identifying the main determinants of population health and the main features of the globalization process. The resulting conceptual model explicitly visualizes that globalization affects the institutional, economic, social-cultural and ecological determinants of population health, and that the globalization process mainly operates at the contextual level, while influencing health through its more distal and proximal determinants. The developed framework provides valuable insights in how to organize the complexity involved in studying the health effects resulting from globalization. It could, therefore, give a meaningful contribution to further empirical research by serving as a 'think-model' and provides a basis for the development of future scenarios on health.


**ABSTRACT** : **PURPOSE OF REVIEW:** This review examines the rise of risk factors for cardiovascular disease, especially obesity, in developing countries and the implications for both health and economics. **RECENT FINDINGS:** In the majority of developing countries fertility and infant and child mortality have fallen markedly, and life expectancies have increased. Rapid urbanization, falling food prices, and globalization of economies have contributed to an increase in risk factors for chronic disease. Recent work indicates that the prevalence of these risk factors, including obesity, is rising faster than the historical experience of the West. The transition is affecting women in particular, and increases in risk factors are more marked among lower incomes in growing economies than among the wealthy. Rather than the stereotypical problem of the rich, chronic disease is now a problem for the poor. **SUMMARY:** Significant research in this area of global health has only been undertaken in the last decade. Additional field research is needed in every dimension of the transition, both to document the problem itself and to determine its economic and societal impact and cost effective responses. Two critical factors are virtually absent from existing work and should be emphasized. First, the impact of rising risk factors for, and mortality from, cardiovascular disease in the work force may imply a growing threat to continued economic progress. Second, because risk factor reduction requires society-wide strategies, broad public-private coalitions will be needed to mobilize sectors beyond healthcare.


**ABSTRACT:** Chronic non-communicable diseases (CNCDs) are reaching epidemic proportions worldwide. These diseases — which include cardiovascular conditions (mainly heart disease and stroke), some cancers, chronic respiratory conditions and type 2 diabetes — affect people of all ages, nationalities and classes.

ABSTRACT: Freshwater availability is affected by changes in climate and growth. We assessed the freshwater vulnerability for five major Korean river basins for 2015 and 2030. We used a regional climate model based on the IPCC SRES A2 scenario, US Geological Survey's Precipitation Rainfall Simulation Model, and population and industrial growth scenarios for impact assessment. The model simulation results suggest increasing spatial and temporal variations of water stress for the basins that are already developed. While freshwater is more vulnerable to growth scenarios than the climate change scenario, climate change alone could decrease mean annual runoff by 10% in four major river basins by 2030. As the first national assessment of climate change, we suggest possible adaptive water resource management and policy strategies for reducing climate related risks in Korea. http://www.iwaponline.com/wst/05604/0057/056040057.pdf


ABSTRACT – Rapid land use has taken place over the past few decades in Istanbul. As with most metropolitan areas, Istanbul faces increasing problems connected to increasing population and urbanization. In this study, temporal changes of Istanbul’s land use/cover were defined using remotely sensed data and post classification change direction method.

E-journals are available from the University of Minnesota Library - http://tc.liblink.umn.edu/sfx_local/azlist/default
## VI. Course Outline/ Daily Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Presenter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Course Assignment</td>
<td>Readings</td>
<td>Read PMID: 16078989, 23465103 should be read prior to the first class session.</td>
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</tr>
<tr>
<td></td>
<td>Introduction to the Course</td>
<td>Chapter 1</td>
<td>W. Toscano</td>
</tr>
<tr>
<td></td>
<td>Globalization and Health: Challenges and Prospects</td>
<td>PMID: 16078989; PMID: 23465103</td>
<td>W. Toscano</td>
</tr>
<tr>
<td></td>
<td>Governance Challenges in Global Health</td>
<td></td>
<td>W. Toscano</td>
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<tr>
<td></td>
<td>Social Determinants of Health</td>
<td>Chapter 3, 6</td>
<td>W. Toscano</td>
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<tr>
<td></td>
<td>Global Health systems</td>
<td>Chapter 5</td>
<td>W. Toscano</td>
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<tr>
<td>Module II</td>
<td>Health care delivery in Middle and High Income Countries</td>
<td>Chapter 5</td>
<td>W. Toscano</td>
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<td></td>
<td>Children’s Health</td>
<td>Chapter 10, 11</td>
<td>W. Toscano</td>
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<tr>
<td></td>
<td>Global Nutrition and Health</td>
<td>Chapter 10, 11</td>
<td>W. Toscano</td>
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<td></td>
<td>StIn class exercise Agriculture Graded</td>
<td>Handout</td>
<td>W. Toscano</td>
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<tr>
<td></td>
<td>Control of Infectious Diseases</td>
<td>Chapter 12</td>
<td>W. Toscano</td>
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<tr>
<td></td>
<td>HIV/AIDS, Malaria Tuberculosis, One Health</td>
<td>Chapter 12</td>
<td>W. Toscano</td>
</tr>
<tr>
<td>Module III</td>
<td>Globalization and Reemerging Diseases – Emphasis on Brain Diseases</td>
<td>Chapter 12</td>
<td>W Toscano</td>
</tr>
<tr>
<td></td>
<td>Social Mapping of Diseases</td>
<td>Moodle Document</td>
<td>Convertino</td>
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<tr>
<td></td>
<td>Micro credit: <strong>Graded exercise</strong></td>
<td>Handout</td>
<td>W. Toscano</td>
</tr>
<tr>
<td></td>
<td>Global Chronic Disease</td>
<td>Chapter 13, 14</td>
<td>W. Toscano</td>
</tr>
<tr>
<td></td>
<td>Population and Global Health</td>
<td>PMID: 17851205</td>
<td>W. Toscano</td>
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<tr>
<td></td>
<td>Urbanization and Global Health</td>
<td>PMID: 18080781</td>
<td>W. Toscano</td>
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<tr>
<td></td>
<td>Text Book</td>
<td></td>
<td>W. Toscano</td>
</tr>
</tbody>
</table>

## VII. Evaluation and Grading

**Basis for Grading:**

- Participation in Class Discussions – 10 points/ 10% of grade
Final Presentation - 50 points/50 % of grade
In Class Exercises – 40 points/ 40% of grade

Policy on Make-up exam and absences:
Because there are no examinations, it is not possible to make up lost work. Attendance is mandatory. If the student is absent for one class section the grade will be lowered by one letter grade

This course is offered A/F or S/N

• A/F letter grade will be determined by total effort as follows:
• S Represents achievement that is satisfactory, which is equivalent to a C- or better.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points/Percent</th>
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<tbody>
<tr>
<td>A</td>
<td>94-100 points/percent</td>
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<tr>
<td>A-</td>
<td>90-93 points/percent</td>
</tr>
<tr>
<td>B+</td>
<td>87-89 points/percent</td>
</tr>
<tr>
<td>B</td>
<td>83-86 points/percent</td>
</tr>
<tr>
<td>B-</td>
<td>80-82 points/percent</td>
</tr>
<tr>
<td>C+</td>
<td>77-79 points/percent</td>
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<tr>
<td>C</td>
<td>73-76 points/percent</td>
</tr>
<tr>
<td>C-</td>
<td>70-72 points/percent</td>
</tr>
<tr>
<td>D+</td>
<td>65-69 points/percent</td>
</tr>
<tr>
<td>D</td>
<td>60-64 points/percent</td>
</tr>
<tr>
<td>F</td>
<td>below 60%</td>
</tr>
</tbody>
</table>

For additional information, please refer to:
http://policy.umn.edu/Policies/Education/Education/GRADINGTRANSCRIPTS.html.

Course Evaluation
The SPH will collect student course evaluations electronically using a software system called CoursEval:
www.sph.umn.edu/courseval. The system will send email notifications to students when they can access and complete their course evaluations. Students who complete their course evaluations promptly will be able to access their final grades just as soon as the faculty member renders the grade in SPHGrades:
www.sph.umn.edu/grades. All students will have access to their final grades through OneStop two weeks after the last day of the semester regardless of whether they completed their course evaluation or not. Student feedback on course content and faculty teaching skills are an important means for improving our work. Please take the time to complete a course evaluation for each of the courses for which you are registered.

Incomplete Contracts
A grade of incomplete “I” shall be assigned at the discretion of the instructor when, due to extraordinary circumstances (e.g., documented illness or hospitalization, death in family, etc.), the student was prevented from completing the work of the course on time. The assignment of an “I” requires that a contract be initiated and completed by the student before the last official day of class, and signed by both the student and
instructor. If an incomplete is deemed appropriate by the instructor, the student in consultation with the instructor, will specify the time and manner in which the student will complete course requirements. Extension for completion of the work will not exceed one year (or earlier if designated by the student’s college). For more information and to initiate an incomplete contract, students should go to SPHGrades at: www.sph.umn.edu/grades.

University of Minnesota Uniform Grading and Transcript Policy - A link to the policy can be found at onestop.umn.edu.

VIII. Other Course Information and Policies

Grade Option Change (if applicable)

For full-semester courses, students may change their grade option, if applicable, through the second week of the semester. Grade option change deadlines for other terms (i.e. summer and half-semester courses) can be found at onestop.umn.edu. The grading option for Public Health Institute courses may not be changed after the second day of class for 4-day courses. Grading options for 2 day courses may not be changed after the first day class.

Course Withdrawal

Students should refer to the Refund and Drop/Add Deadlines for the particular term at onestop.umn.edu for information and deadlines for withdrawing from a course. As a courtesy, students should notify their instructor and, if applicable, advisor of their intent to withdraw.

Students wishing to withdraw from a course after the noted final deadline for a particular term must contact the School of Public Health Office of Admissions and Student Resources at sph-ssc@umn.edu for further information.

WITHDRAWAL POLICY FOR PUBLIC HEALTH INSTITUTE COURSES

School of Public Health students may withdraw from a 4-day course through the second day of class without permission and no “W” will appear on the transcript. Students enrolled in 2-day courses may withdraw only through the first day of class. After these withdrawal deadlines pass students are required to do the following.

- The student must contact and notify their advisor and course instructor informing them of the decision to withdraw from the course.
- The student must send an e-mail to the SPH Student Services Center (SSC) at sph-ssc@umn.edu. The email must provide the student name, ID#, course number, section number, semester, and year with instructions to withdraw the student from the course, and acknowledgement that the instructor and advisor have been contacted.
- The advisor and instructor must email the SSC acknowledging the student is canceling the course. All parties must be notified of the student’s intent.
- The SSC will complete the process by withdrawing the student from the course after receiving all emails (student, advisor, and instructor). A “W” will be placed and remain on the student transcript for the course.

Student Conduct Code

The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.

As a student at the University you are expected adhere to Board of Regents Policy: Student Conduct Code. To review the Student Conduct Code, please see: http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf.
Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities."

**Use of Personal Electronic Devices in the Classroom**

Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each faculty member to determine if and how personal electronic devices are allowed to be used in the classroom. For complete information, please reference: http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html.

**Scholastic Dishonesty**

You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. (Student Conduct Code: http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf) If it is determined that a student has cheated, he or she may be given an "F" or an "N" for the course, and may face additional sanctions from the University. For additional information, please see: http://policy.umn.edu/Policies/Education/Education/INSTRUCTORRESP.html. The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: http://www1.umn.edu/oscai/integrity/student/index.html. If you have additional questions, please clarify with your instructor for the course. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class-e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.

**Makeup Work for Legitimate Absences**

Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections. For complete information, please see: http://policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html.

**Appropriate Student Use of Class Notes and Course Materials**

Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see: http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html.

**Sexual Harassment**

"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult Board of Regents Policy: http://regents.umn.edu/sites/default/files/policies/SexHarassment.pdf

**Equity, Diversity, Equal Opportunity, and Affirmative Action**
The University will provide equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy: http://regents.umn.edu/sites/default/files/policies/Equity_Diversity_EO_AA.pdf.

Disability Accommodations
The University of Minnesota is committed to providing equitable access to learning opportunities for all students. Disability Services (DS) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.

If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact DS at 612-626-1333 to arrange a confidential discussion regarding equitable access and reasonable accommodations.

If you are registered with DS and have a current letter requesting reasonable accommodations, please contact your instructor as early in the semester as possible to discuss how the accommodations will be applied in the course.

For more information, please see the DS website, https://diversity.umn.edu/disability/.

Mental Health and Stress Management
As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website: http://www.mentalhealth.umn.edu.

The Office of Student Affairs at the University of Minnesota
The Office for Student Affairs provides services, programs, and facilities that advance student success, inspire students to make life-long positive contributions to society, promote an inclusive environment, and enrich the University of Minnesota community.

Units within the Office for Student Affairs include, the Aurora Center for Advocacy & Education, Boynton Health Service, Central Career Initiatives (CCE, CDes, CFANS), Leadership Education and Development – Undergraduate Programs (LEAD-UP), the Office for Fraternity and Sorority Life, the Office for Student Conduct and Academic Integrity, the Office for Student Engagement, the Parent Program, Recreational Sports, Student and Community Relations, the Student Conflict Resolution Center, the Student Parent HELP Center, Student Unions & Activities, University Counseling & Consulting Services, and University Student Legal Service.

For more information, please see the Office of Student Affairs at http://www.osa.umn.edu/index.html.

Academic Freedom and Responsibility: for courses that do not involve students in research
Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.*

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.

OR:
**Academic Freedom and Responsibility, for courses that involve students in research**

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom and conduct relevant research. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.* When conducting research, pertinent institutional approvals must be obtained and the research must be consistent with University policies.

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.

* Language adapted from the American Association of University Professors “Joint Statement on Rights and Freedoms of Students”.

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