



PUBH 6134, SECTION 001

Global Health and Sustainable Development Fall, 2019

COURSE & CONTACT INFORMATION

Credits: 2

Meeting Day(s): TT

Meeting Time: 5:30 – 7:10 PM

Meeting Place: Mayo D-325

Instructor: William A. Toscano

Email: tosca001@umn.edu

Office Phone: 612-859-2120

Fax: 612-626-4837

Office Hours: By Appointment

Office Location: 1165 Mayo Building

COURSE DESCRIPTION

This course is an introduction to global public health. It is intended for students who do not have extensive public health training. This class will focus on the effect of globalization on social and sustainable development on global health from a public health perspective. Topics will include the interplay between global stressors such as population, war, economics, urbanization, environment, water and sanitation, communicable and non-communicable conditions and their effects on human health globally. Enabling underserved populations, including women and children to promote population health, social determinants of global disease patterns, the emergence of new infectious and chronic diseases, food security and environmental health will be discussed.

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)

COURSE PREREQUISITE

Graduate, certificate or professional school enrollment, or instructor's permission

COURSE GOALS & OBJECTIVES

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

Discuss major determinants of global health

Identify issues of political economy on global health issues

Describe the action of the globalization movement on human health

Describe the most prevalent global diseases.

Identify disease prevention strategies

Discuss role of sustainability on global economic development and health

IDENTIFY RISK FACTORS, AND MAJOR POLICY ISSUES FOR PREVENTION AND CONTROL OF DISEASES OF GLOBAL IMPORTANCE

METHODS OF INSTRUCTION AND WORK EXPECTATIONS

Lectures and in-class discussion. The course will include lectures, student presentations, and in-class discussion. Students are expected 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.

Presentation of a group project. Grading will be based on class project, written discussion and oral 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 two graded assignments, the first is global country project written presentation (40%), the second is a global country project oral presentation (40 %). These are group projects that consist of the in-class exercise and an oral report by each member of the group.

There is no make-up.

Learning Community [Note: you can customize this to your course or delete]

School of Public Health courses ask students to discuss frameworks, theory, policy, and more, often in the context of past and current events and policy debates. Many of our courses also ask students to work in teams or discussion groups. We do not come to our courses with identical backgrounds and experiences and building on what we already know about collaborating, listening, and engaging is critical to successful professional, academic, and scientific engagement with topics.

In this course, students are expected to engage with each other in respectful and thoughtful ways.

In group work, this can mean:

- Setting expectations with your groups about communication and response time during the first week of the semester (or as soon as groups are assigned) and contacting the TA or instructor if scheduling problems cannot be overcome.
- Setting clear deadlines and holding yourself and each other accountable.

- Determining the roles group members need to fulfill to successfully complete the project on time.
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- Developing a rapport prior to beginning the project (what prior experience are you bringing to the project, what are your strengths as they apply to the project, what do you like to work on?)

In group discussion, this can mean:

- Respecting the identities and experiences of your classmates.
- Avoid broad statements and generalizations. Group discussions are another form of academic communication and responses to instructor questions in a group discussion are evaluated. Apply the same rigor to crafting discussion posts as you would for a paper.
- Consider your tone and language, especially when communicating in text format, as the lack of other cues can lead to misinterpretation.

Like other work in the course, all student to student communication is covered by the Student Conduct Code (<https://z.umn.edu/studentconduct>).

COURSE TEXT & READINGS

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

Access Course Canvas Site

- go to <https://canvas.umn.edu/courses/137276>.
- login with your University ID and password
- scroll to your course and click on the Canvas site link.

Required Text:

There is no required textbook, but I use the following text as a source

Kathryn H. Jacobson, Introduction to Global Health, 3rd edition Jones and Bartlett, NY, NY (2018).

There are also many commonly available text books on global health that you may want to consult during the week. I suggest you go to the Biomedical library, or the U of M Library online catalog to consult those texts. I have provided a list of possibilities include:

1. Aellah, G.; Chantler, T.; Geissler, P.W. *Global health research in an unequal world: Ethics case studies from Africa*. CABI: Boston, MA, 2016; p 269.
2. Biehl, J.; Petryna, A. *When people come first: Critical studies in global health*. Princeton University Press: Princeton, NJ, 2013; p 446.
3. Buse, K.; Hawkes, S. Health in the sustainable development goals: Ready for a paradigm shift. *Global Health* **2015**, *11*.
4. Chen, M.; Zhang, H.; Zhang, Z. The global pattern of urbanization and economic growth: Evidence from the last three decades *PLoS One* **2014**, *2014*; *9*(8): e103799.
5. Clinton, C.; Sridhar, D. *Governing global health: Who runs the world and why?* Oxford University Press: NY, NY, 2017; p 280.
6. D'ogra, N.A., A. C. *Representations of global poverty*. Palgrave Macmillan: NY, NY, 2014.
7. Farmer, P. *Reimagining global health*. University of California Press: Berkeley, CA, 2013; p 278.
8. Grover, A.; Joshi, A. An overview of chronic disease models: A systematic literature review. *Glob. J. Health Sci.* **2015**, *7*, 210-227.
9. Hunter, D.J.; Fineberg, H.V. *Readings in global health: Essential reviews from the*



10. Jamison, D.T.; Summers, L.H.; Alleyne, G.; J Arrow, K.J.; Berkley, S.; Binagwaho, A.;
11. Bustreo, F.; Evans, D.; Feachem, R.G., A.; Frenk, J., *et al.* Global health 2035: A world converging within a generation. *Lancet* **2013**, 382 1898 - 1955.
12. Keshavjee, S. *Blind spot: How neoliberalism infiltrated global health*. University of California Press: Berkeley, CA, 2014; p 240.
13. Krause, M. *The good project*. University of Chicago Press: Chicago, IL, 2014; p 219.
14. Lang, S. *Ngos, civil society, and the public sphere*. Cambridge University Press: NY, NY, 2013; p 272.
15. Lupton, R.D. *Toxic charity*. Harper: NY, NY, 201
16. Shivji, I.G. *Silences in NGO discourse: The role and future of NGOs in Africa*. Fahamu: Nairobi, Kenya, 2007; p 66.
17. Stroud, C.; Kaplan, B.; Logan, J.E.; Gray, G.C. One health training, research, and outreach in north America. *Inf. Ecol. Epidemiol.* **2016**, 2016 6; 10.3402/iee. v6.33680.
17. Birn, A.-E.; Pillay, Y.; Holz, T.H. *Textbook of public health, 4th ed.* Oxford University Press: NY, NY, 2017; p 674.

Read the Lancet Article: DT Jamison, LH Summers, G Alleyne, Global Health 2035, Lancet, 382,1898 – 1955 (2013) Prepare to discuss aspects of this seminal article. Before the first class.

COURSE OUTLINE/WEEKLY SCHEDULE

Week	Topic	Readings	Activities/Assignments
September 3, 2019	• Introduction to Global Health	Chapters 1, 2	Attend Lecture Participate in Class Discussion Quiz on Global Health Triva
September 5, 2019	• Sustainable development goals	Chapter 4	Attend Lecture Discuss SDGs compare to MDGs
September 10, 2019	Social Determinants of Health	Chapter 3	Attend lecture What are SDHs? Discuss how they affect health?
September 12, 2019	Environmental determinants of Global Health	Chapter 4	Attend lecture How does Environment affect Health? What are Different environments?
September 17, 2019	Climate Change and Global Health	Pindyck, R. S., Climate Change Policy: What Do the Models Tell Us? <i>Journal of Economic Literature</i> 2013, 51(3), 860–872 (http://dx.doi.org/10.1257/jel.51.3.860)	Attend lecture discuss climate models what they mean for health

September 19, 2019	Health and Human Rights Women's and Children's Health	Chapter 5 Chapter 11	Attend lecture Discuss factors affecting women's health and the health of children
September 24, 2019	Who Pays for Global Health?	Chapter 6	Attend lecture Discuss roles of NGOs and IGOs
September 26, 2019	Global Nutrition and Health	Chapter 12	Attend lecture Discuss Implications of Green Revolution In class exercise on farming
October 1, 2019	Control of Infectious Diseases	Chapters 8, 9, 10	Attend lecture Discuss changing pattern of IDs
October 3, 2019	Globalization and Chronic Diseases	Chapters 13, 14, 15, 17	Attend lecture Discuss How globalization has affected chronic disease spectrum
October 8, 2019	Micro credit	Handout	Attend lecture Discuss the effects of microcredit on health of women Participate in microcredit exercise
October 10, 2019			
October 15, 2019	Student Presentations		
October 17, 2019	Student Presentations		
October 22, 2019	Sustaining global health	Handout	Attend lecture Discuss how we can ensure a sustained global health and wellness

SPH AND UNIVERSITY POLICIES & RESOURCES

The School of Public Health maintains up-to-date information about resources available to students, as well as formal course policies, on our website at www.sph.umn.edu/student-policies/. Students are expected to read and understand all policy information available at this link and are encouraged to make use of the resources available.

The University of Minnesota has official policies, including but not limited to the following:

- Grade definitions
- Scholastic dishonesty
- Makeup work for legitimate absences
- Student conduct code
- Sexual harassment, sexual assault, stalking and relationship violence
- Equity, diversity, equal employment opportunity, and affirmative action
- Disability services
- Academic freedom and responsibility

Resources available for students include:

- Confidential mental health services
- Disability accommodations

- Housing and financial instability resources
- Technology help
- Academic support

EVALUATION & GRADING

[Enter a detailed statement of the basis for grading here. Include a breakdown of course components and a point system for achieving a particular grade. Include expected turnaround time for grading/feedback. Please refer to the University's Uniform Grading Policy and Grading Rubric Resource at <https://z.umn.edu/gradingpolicy>]

Grading Scale

The University uses plus and minus grading on a 4.000 cumulative grade point scale in accordance with the following, and you can expect the grade lines to be drawn as follows:

% In Class	Grade	GPA
93 - 100%	A	4.000
90 - 92%	A-	3.667
87 - 89%	B+	3.333
83 - 86%	B	3.000
80 - 82%	B-	2.667
77 - 79%	C+	2.333
73 - 76%	C	2.000
70 - 72%	C-	1.667
67 - 69%	D+	1.333
63 - 66%	D	1.000
< 62%	F	

- A = achievement that is outstanding relative to the level necessary to meet course requirements.
- B = achievement that is significantly above the level necessary to meet course requirements.
- C = achievement that meets the course requirements in every respect.
- D = achievement that is worthy of credit even though it fails to meet fully the course requirements.
- F = failure because work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I (Incomplete).
- S = achievement that is satisfactory, which is equivalent to a C- or better
- N = achievement that is not satisfactory and signifies that the work was either 1) completed but at a level that is not worthy of credit, or 2) not completed and there was no agreement between the instructor and student that the student would receive an I (Incomplete).

Evaluation/Grading Policy	Evaluation/Grading Policy Description
Scholastic Dishonesty, Plagiarism, Cheating, etc.	<p>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 (As defined in the Student Conduct Code). For additional information, please see https://z.umn.edu/dishonesty</p> <p>The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: https://z.umn.edu/integrity.</p> <p>If you have additional questions, please clarify with your instructor. 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.</p> <p>Indiana University offers a clear description of plagiarism and an online quiz to check your understanding (http://z.umn.edu/iuplagiarism).</p>
Late Assignments	
Attendance Requirements	
Extra Credit	

CEPH COMPETENCIES

Competency	Learning Objectives

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Resources for filling out the CEPH competencies grid are available on isph:
<http://www.isph.umn.edu/sph/instructor-resources/>