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.

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 discussions and hands-on activities.

Two assignments will be due during the class. The first is a presentation of “Global Health in the News” The goal of the assignment is to identify a global health issue in the popular press, do further research on the topic using peer-reviewed literature, and give an oral presentation of 15 min. Assignments will each be graded on a 20-point scale. Students may work together on assignments however, each student will be graded based on their presentation and written material.

The second is a group project that will allow students to develop a Web presentation addressing a topic relevant to global public health. Groups will be assigned randomly by the instructor from the course roster. The written assignment will be due three weeks after the final class, however each group will make a 15 to 20 minute presentation of their web-site to the class at the final class session.

V. Course Text and Readings

Required Text:

Pre-Course Assignment:
Chapters 1 and 13, 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.

Required online readings & websites listed on the syllabus can be accessed by clicking on the weblink, if provided. Journal articles and other readings are available as PDF documents on the Moodle site associated with this course. Or, you can access them through PubMed or the University Libraries (see instructions listed below). Students are responsible for downloading all course materials and completing pre-course assignments.

Pdf files of the powerpoint slides will be posted on the Moodle site.

Access Course Moodle Site
- go to www.umn.edu click on the “myU” button
- login with your University ID and password
- scroll to your course and click on the Moodle site link.

Access PubMed
- Type in the PMID number listed on the course materials, click the go button
- This takes you to a citation page, click on the author name
- This takes you to the abstract page, click on the journal title button
- This takes you to the full journal article
Access University Libraries

- Go to the U of MN libraries website at http://www.lib.umn.edu/#articlesanddatabases
- Type in the journal title in the “Search For” box, click the go button
- This takes you to a list of possible journal titles, click on the title you want
- This takes you to a search form, fill in citation information, click the go button
- You will be prompted to login with your X.500 number and password
- This will take you to the journal and the abstract of the article
- Find on the page where it says Full Text or PDF (it is different for each journal), click on that and the full text will open.


**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.


**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](http://tc.liblink.umn.edu/sfx_local/azlist/default)

## VI. Course Outline/ Lecture Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Presenter</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pre-Course Assignment</strong></td>
<td>Readings</td>
<td>Read Chapters 1 and 13, from the required text, and PMID: 16078989, 23465103 should be read prior to the first class session.</td>
<td>W. Toscano</td>
</tr>
<tr>
<td><strong>Module I</strong></td>
<td>Introduction to the Course</td>
<td>Text Chapter 1</td>
<td>W. Toscano</td>
</tr>
<tr>
<td></td>
<td>Globalization and Health: Challenges and Prospects</td>
<td>PMID: 16078989; Chapter 13</td>
<td>W. Toscano</td>
</tr>
<tr>
<td></td>
<td>Governance Challenges in Global Health</td>
<td>PMID: 23465103</td>
<td>W. Toscano</td>
</tr>
<tr>
<td></td>
<td>Social Economic Determinants of Health</td>
<td>Text Chapter 4</td>
<td>W. Toscano</td>
</tr>
<tr>
<td></td>
<td>Global Health systems</td>
<td>Text Chapter 12</td>
<td>W. Toscano</td>
</tr>
<tr>
<td><strong>Module II</strong></td>
<td>Women’s and Children’s Health</td>
<td>Text Chapter 5, 6</td>
<td>W. Toscano</td>
</tr>
<tr>
<td></td>
<td>Disasters and Humanitarian Aid</td>
<td>Text Chapter 14</td>
<td>W. Toscano</td>
</tr>
<tr>
<td></td>
<td>Global Nutrition and Health</td>
<td>Text Chapter 9</td>
<td>W. Toscano</td>
</tr>
<tr>
<td></td>
<td>Student oral Presentation</td>
<td>Handout</td>
<td>W. Toscano</td>
</tr>
</tbody>
</table>
Module III

<table>
<thead>
<tr>
<th>Section</th>
<th>Text/Handout Details</th>
<th>Author</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control of Infectious Diseases</td>
<td>Text Chapter 9</td>
<td>W. Toscano</td>
</tr>
<tr>
<td>HIV/AIDS, Malaria and Tuberculosis</td>
<td>Text Chapter 10</td>
<td>Frank Rhame</td>
</tr>
<tr>
<td>Globalization and Reemerging Diseases – Emphasis on Brain Diseases</td>
<td>Text Chapter 11</td>
<td>Paul Quie</td>
</tr>
<tr>
<td>Global Climate Change &amp; Human Health</td>
<td>Text Chapters 8</td>
<td>W. Toscano</td>
</tr>
<tr>
<td>Student Presentation</td>
<td>Handout</td>
<td>W. Toscano</td>
</tr>
</tbody>
</table>

Module IV

<table>
<thead>
<tr>
<th>Section</th>
<th>Text/Handout Details</th>
<th>Author</th>
</tr>
</thead>
<tbody>
<tr>
<td>Global Chronic Disease</td>
<td>PMID: 16477174 &amp; 18033288</td>
<td>W. Toscano</td>
</tr>
<tr>
<td></td>
<td>Text Chapter 7</td>
<td></td>
</tr>
<tr>
<td>Population and Global Health</td>
<td>PMID: 17851205</td>
<td>W. Toscano</td>
</tr>
<tr>
<td>Urbanization and Global Health</td>
<td>PMID: 18080781</td>
<td>W. Toscano</td>
</tr>
<tr>
<td></td>
<td>Text pp 310 ff</td>
<td></td>
</tr>
<tr>
<td>Final Student Presentations</td>
<td>Handout</td>
<td>W. Toscano</td>
</tr>
</tbody>
</table>

VII. Evaluation and Grading

Basis for Grading:
- Participation in Class Discussions – 25%
- Oral Presentation – 25%
- Class Project 50%

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 by A/F or S/N

- **A/F letter grade will be determined by total effort as follows:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>GPA</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
<td>4.0</td>
<td>(4.0) Represents achievement that is outstanding relative to the level necessary to meet course requirements.</td>
</tr>
<tr>
<td>A-</td>
<td>90-93</td>
<td>3.67</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>87-90</td>
<td>3.33</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>83-87</td>
<td>3.0</td>
<td>(3.0) Represents achievement that is significantly above the level necessary to meet course requirements.</td>
</tr>
<tr>
<td>B-</td>
<td>80-83</td>
<td>2.67</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>77-80</td>
<td>2.33</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>73-77</td>
<td>2.0</td>
<td>(2.0) Represents achievement that meets the minimum course requirements in every respect.</td>
</tr>
<tr>
<td>C-</td>
<td>70-73</td>
<td>1.67</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>67-70</td>
<td>1.0</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>63-67</td>
<td>1.0</td>
<td>(1.0) Achievement that is worthy of credit even though it fails to meet fully the course requirements.</td>
</tr>
<tr>
<td>D-</td>
<td>60-63</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>F = below 60%</strong></td>
<td>Represents failure (or no credit) and signifies that the 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.</td>
<td></td>
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<tr>
<td><strong>S/N option must complete all assignments to a C-level (70%)</strong></td>
<td></td>
<td></td>
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<tr>
<td><strong>S</strong></td>
<td>Achievement that is satisfactory which is equivalent to a C- or better (achievement is at the discretion of the instructor but may be no lower than a C-).</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>N</strong></td>
<td>Represents failure (or no credit) and signifies that the 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.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**PLEASE NOTE:**

If applicable, students may change grading options during the initial registration period or during the first two weeks of the term. The grading option for a Public Health Institute 4-day course may not be changed after the second day of class. Or, after the first day of class for a 2-day course.

**Incomplete Grade**

An incomplete grade is permitted only in cases of exceptional circumstances and following consultation with the instructor. In such cases an “I” grade will require a specific written agreement between the instructor and the student specifying the time and manner in which the student will complete the course requirements. Extension for completion of the work will not exceed one year.

**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 grad option, if applicable, through the second week of the semester. Grade option change deadlines for other terms (i.e. summer and half-semester) 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. See section below for rules about Public Health Institute courses.

Students wishing to withdraw from a course after the noted final deadline for a particular term must contact the School of Public Health Student Services Center 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, Scholastic Dishonesty and Sexual Harassment Policies

Students are responsible for knowing the University of Minnesota, Board of Regents’ policy on Student
Conduct and Sexual Harassment found at [www.umn.edu/regents/polindex.html](http://www.umn.edu/regents/polindex.html).

Students are responsible for maintaining scholastic honesty in their work at all times. Students engaged in
scholastic dishonesty will be penalized, and offenses will be reported to the Office of Student Academic
Integrity (OSAI, www.osai.umn.edu).

The University’s Student Conduct Code defines scholastic dishonesty as “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; or altering, forging, or misusing a University academic record;
or fabricating or falsifying of data, research procedures, or data analysis.”

Plagiarism is an important element of this policy. It is defined as the presentation of another’s writing or ideas
as your own. Serious, intentional plagiarism will result in a grade of “F” or “N” for the entire course. For more
information on this policy and for a helpful discussion of preventing plagiarism, please consult University
policies and procedures regarding academic integrity: [http://writing.umn.edu/tww/plagiarism/](http://writing.umn.edu/tww/plagiarism/).

Students are urged to be careful that they properly attribute and cite others’ work in their own writing. For
guidelines for correctly citing sources, go to [http://tutorial.lib.umn.edu/](http://tutorial.lib.umn.edu/) and click on “Citing Sources”.

In addition, original work is expected in this course. It is unacceptable to hand in assignments for this course
for which you receive credit in another course unless by prior agreement with the instructor. Building on a
line of work begun in another course or leading to a thesis, dissertation, or final project is acceptable.

If you have any questions, consult the instructor.

Disability Statement

It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to
students who have a documented disability (e.g., physical, learning, psychiatric, vision, hearing, or systemic)
that may affect their ability to participate in course activities or to meet course requirements. Students with
disabilities are encouraged to contact Disability Services to have a confidential discussion of their individual
needs for accommodations. Disability Services is located in Suite180 McNamara Alumni Center, 200 Oak
Street. Staff can be reached by calling 612/626-1333 (voice or TTY).

Mental Health Services

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
or reduce a student's ability to participate in daily activities. University of Minnesota services are available to
assist you with addressing these and other concerns you may be experiencing. You can learn more about
the broad range of confidential mental health services available on campus via the Student Mental Health
website at [http://www.mentalhealth.umn.edu](http://www.mentalhealth.umn.edu)