

Global Health & Development
INTL 340 – Winter 2020
SYLLABUS * DRAFT * Subject to revision

Professor: Kristin E. Yarris, PhD, MPH, MA **Email:** keyarris@uoregon.edu
Class Meeting Times & Location: Tues. & Thurs. 2-3:20pm CHA 220
Professor Office Hours: Tues. & Thurs. 3:30-5:00pm; 313 PLC
GEs: TBD

Course Description:

The study of global health has emerged as a priority for the social, biological, and medical sciences. As the core course for the new undergraduate minor in Global Health at the UO, this course offers an introduction to global health from an interdisciplinary and critical perspective, drawing largely from the fields of medical anthropology and public health. Adopting the view that global health includes the health of the entire global community, and given the contemporary globalization of health problems and biomedical interventions, this course examines the determinants of health and illness among vulnerable populations internationally – including in the U.S. Our study of theoretical concepts and case studies will include: the role of the World Health Organization in global health; social determinants of health; the relative income hypothesis and the social gradient of health; racial disparities in health and disease; the “Health Transition” and emergent infectious diseases; the globalization and political economy of pharmaceuticals; health systems inequalities; international actors in health; and ethical issues and partnerships in global health. The course encourages students’ critical engagement with a set of readings drawn largely from the social sciences of health. By the end of this course, students will have an increased awareness of - and ability to think critically about - global health as a field of study, research and practice.

Student Learning Objectives:

- 1) Know the World Health Organization’s definition of health; become familiar with the WHO’s role in global health.
- 2) Know the different actors involved in global health – multilateral, national, non-governmental, humanitarian, research – and consider the strengths and limits of different actors’ approaches.
- 3) Understand the term “Health Transition” and critiques of “Epidemiological Transition” theory.
- 4) Recognize the contribution of the Whitehall Studies to understanding the relation between social position and population health.
- 5) Understand the role of social determinants of health as fundamental causes of illness.
- 6) Recognize the role of political-economic factors in shaping social health outcomes.
- 7) Understand the association between race, racism and health disparities and the meaning of the “weathering hypothesis”.
- 8) Think critically about the values and politics shaping global health interventions.
- 9) Know the importance of, and challenges to, expanding access to primary health care.
- 10) Be able to discern best practices in sustainable, ethical, and culturally-relevant global health intervention and partnership.
- 11) Become familiar with health data, drawn from epidemiological studies, describing health patterns at a population level.
- 12) Follow current global health news and become aware of the many issues facing global health researchers and practitioners.

Required Readings:

Students will need to obtain two required books for this course, which will be available for purchase at the UO bookstore. Additional readings will be made available through the course website (Canvas) or through UO Libraries. Students are also required to have an I-Clicker and to follow the daily digest of global health news at GHN (see below).

Required Books:

- (1) *Reimagining Global Health: An Introduction*. 2013. Farmer Paul, Kim Jim Yong, Kleinman Arthur and Basilio Matthew. University of California Press. (“Farmer et al.” in Syllabus).

Additional Readings:

Posted on Canvas and/or available through UO Libraries.

Class Format: Given its large enrollment, this course will be taught largely using a lecture format. Students should come to class prepared for lectures by having read assigned readings. Class meeting time may also be used for group activities, discussion, and engagement with documentary films. Students will enroll in and attend weekly discussion sections facilitated by GEs. The discussion sections are required as part of class and will be designed to help students critically engage with course materials and prepare for the midterm and final exams. Students must use Canvas regularly – to access readings, read announcements made by the Instructor, and post on their global health news topics. Students are responsible for being in class and in discussion sections to receive updates about course content, examinations, and assignments (e.g. not all class-related announcements will be made via Canvas).

Grading:

Students will be evaluated on the basis of: participation in discussion sections, in-class I clicker quizzes, Canvas posts on Global Health Now, a midterm, and a final exam.

Discussion sections: Attendance and participation in discussion sections is mandatory. GEs will take attendance in sections each week and each week’s participation is worth 1 point for a total of 10 points or 10% of the final course grade. Additionally, sections are an extension of this class, offering students an opportunity to engage critically with the readings and course materials. Information discussed in sections will be included in midterm and final exams.

In-class quizzes: To encourage attendance and engagement in class, students will be required to bring I Clickers to each class period in order to respond to in-situ quizzes. In class quizzes are worth 1 point per week, which will be awarded for participation (regardless of whether the answer is right or wrong); totaling 10 points or 10% of the final course grade.

Global Health News: In order to follow important topics trending in Global Health (since it is impossible to cover global health topics comprehensively in a ten week term), all students will subscribe to *Global Health Now*, a daily email digest of global health news produced by Johns Hopkins University. Subscribe at no cost at this site: <https://www.globalhealthnow.org>. Ideally, students will follow 1-2 global health topics or issues throughout the term, posting about the topics they are following in their weekly Canvas posts. One point will be assigned each week for these Canvas posts, for a total of ten points or 10% of the final course grade. The content of GHN may be included in the course examinations.

Midterm exam: The midterm will cover all course materials, including: lectures, readings, GHN, and films (weeks one through four). The midterm will be administered in class on Tuesday, Feb. 4th and may consist of true-false, multiple choice, table-reading and/or short-answer questions designed to assess understanding of key concepts and ideas covered in readings and lectures. A review sheet will be provided by the Instructor and reviewed in Discussion Sections during Week 4. The midterm is worth 30 possible points or 30% of students' final course grade.

Final exam: The final exam will be administered during the final exam period (12:30-2:30pm Monday, March 16th) and will be approximately two hours in length. The final exam will be comprehensive and cover all course materials (weeks one through ten). A review sheet for the final exam will be provided by the Instructor and reviewed in Discussion Sections during Week 10. The final exam will consist of short-answer essays, table-reading and data interpretation exercises, true/false, and/or multiple choice questions. One question on the final will pertain to students' selected topic from Global Health Now. The final is worth 40 possible points or 40% of students' final course grade.

MARK YOUR CALENDARS FOR THESE EXAM DATES AS MAKE UP EXAM PERIODS WILL NOT BE OFFERED.

Grading summary:

Discussion sections:	10%
In-class quizzes:	10%
Global Health News posts:	10%
Midterm Exam:	30%
Final Exam:	40%

Standard Grading Rubric**

A 94-100
A- 90-93
B+ 87-89
B 84-86
B- 80-83
C+ 77-79
C 74-76
C- 70-73
D+ 67-69
D 64-66
D- 60-63
F <60

****A note on grading:** While these are the basic guidelines for determining course grades, the Professor reserves the right to curve final course grades, such that the curve will reflect overall student outcomes in a way that benefits students (e.g. a 79 may be a C+ or C; it will not be a B-).

A note on academic integrity: Students are expected to follow the UO's code of student conduct, a copy of which can be found at: conduct.uoregon.edu. At minimum, this means students are required to complete their own work on in-class exams and other graded assignments. Remember that our goal is to create a supportive space for mutual, critical, intellectual inquiry.

A note on technology in the classroom: Appropriate use of technology (e.g. searching the web for class-related information, using laptops or tablets for note-taking or accessing course readings, responding to I clicker quizzes) is acceptable. Inacceptable uses of technology in the classroom include browsing social media sites, viewing websites unrelated to class, and texting. Students are expected to engage appropriately with technology in order to foster a better classroom experience for everyone. The Professor and GEs reserve the right to ask a student using technology inappropriately to leave class, forfeiting any points for that day.

A note on e-mail correspondence with Professor and GEs: The GEs and Professor will do their best to respond to student emails within 24 hours of receipt, from 9am to 5pm weekdays. Do *not* expect responses to emails after 6pm, over the weekends, or on holidays. If you have an emergency, you may seek assistance from the Dean of Students Office at (541) 346-8206.

A note on attendance and absence: The Professor assumes that students are responsible and want to be present for all classes in order to engage with course materials. Please do not email the Professor explaining absences (and do not send doctor's notes or other "excuses" for absence). Do not expect the Professor to review missed class material on a one-on-one basis. It is students' responsibility to find out about missed material or assignments from their peers or GEs. Make-up exams will not be administered so students must take their exams in scheduled periods.

A note on accommodations: It is the Professor's intention to make any needed accommodations in order that all students can participate fully and effectively in this class. Please contact the Professor, your GEs, or the UO Counseling and Testing Center at <http://counseling.uoregon.edu> in order to request an accommodation for class, discussion, assignments, or exams. It is students' responsibility to ensure that any exam testing accommodations are set up and to communicate this clearly, with reminders, to the Professor – prior to the midterm or final exam periods.

A note on mental health and wellbeing: Being a university student and managing life's many demands is challenging, and these are difficult and stressful times. Students are encouraged to seek assistance through the UO Counseling and Testing Center to support their mental health and wellbeing. See: <http://counseling.uoregon.edu>.

A note on diversity and inclusion: Your professor is committed to creating a class environment that recognizes and values the diverse contributions of all students, fostering students' sense of inclusion, regardless of race, ethnicity, gender identity, sexual orientation, religion, national origin, immigration status, ability status, or other social markers of difference. That said, I (Professor Yarris) am imperfect and I always welcome students' respectful suggestions for making class more inclusive. Related resources at UO include:
<https://inclusion.uoregon.edu/content/center-multicultural-academic-excellence-cmae>
<https://blogs.uoregon.edu/dreamers/>.

Tentative Weekly Schedule

Week One Jan. 7th & 9th

Topics: Introduction to the course; Health in a Global Context; the World Health Organization; The Alma Ata Declaration; Health For All

Readings:

- (1) Alma Ata Declaration: http://www.who.int/hpr/NPH/docs/declaration_almaata.pdf (and as Farmer et al. Appendix pp. 355-358)
- (2) Lawn, J.L. et al. 2008. Alma-Ata 30 years on: Revolutionary, relevant, and time to revitalise. *The Lancet* Vol. 372: 917-927.
- (3) Farmer et al. Chp. 4. Health for All? Competing Theories and Geopolitics, pp.74-110.

Week Two (Jan. 14th & 16th)

Topics: Health Inequalities in Focus II: Social position and health, Social determinants of health, the social gradient of health; the Whitehall Studies

Readings:

- (1) Marmot, M. 2011. Global Action on Social Determinants of Health. *Bulletin of the World Health Organization* 89:702.
- (2) Link, B.G. and Phelan, J.C. 2005. Fundamental Sources of Health Inequalities. pp.71-84. In, David Mechanic et al. (Eds.) *Policy Challenges in Modern Health Care*. New Jersey: Rutgers University Press.
- (3) Wilkinson, R. G. & Pickett, K. 2006. Income Inequality and Population Health: A review and explanation of the evidence. *Social Science & Medicine* 62:1768-1784. REVIEW ONLY
- (4) Marmot, M. 2006. Health in an Unequal World: Social Circumstances, Biology, and Disease. *Clinical Medicine* 6(6):559-572.

Film: “In Sickness and in Wealth” (Unnatural Causes, California Newsreel; 56 mins)

Week Three (Jan. 21st & 23rd)

Topics: Health Inequalities in Focus I: Racial disparities in health; the “weathering hypothesis”; stress and allostatic load; life course perspective; race, gender, and health disadvantage.

Readings:

- (1) Geronimus, A., et al. 2006. ‘Weathering’ and Age Patterns of Allostatic Load Scores Among Blacks and Whites in the United States. *American Journal of Public Health* 96(5): 826-833.
- (2) Podcasts: <https://www.npr.org/2011/07/08/137652226/-the-race-gap>
- (3) <https://www.npr.org/series/543928389/lost-mothers>

Film: “When the Bough Breaks” (Unnatural Causes, California Newsreel; 29 mins)

Week Four (Jan. 28th & 30th)

Topics: Health Inequalities in Focus III: Colonial Medicine, Post-Colonial Legacies for Global Health; Ethics and Partnerships in Global Health (Part I)

Readings:

- (1) Farmer et al. Chapter 3. Colonial Medicine and its Legacies. pp.33-73.
- (2) Graboyes, Melissa. 2015. Chp. 1, pp.1-17, “Medical Research Past and Present”, from: *The Experiment Must Continue: Medical Research and Ethics in East Africa, 1940-2014*. Ohio University Press.
- (3) Online course at: <http://ethicsandglobalhealth.org> ** *All students must complete online course, then print and upload their completion certificate onto Canvas***

Week Five (Feb. 4th & 6th)

MIDTERM IN CLASS ON Tuesday, Feb. 4th

For Thursday: Topics: Health Inequalities in Focus IV: HIV/AIDS & the global response

Readings:

- (1) Farmer et al. Chp. 5. Redefining the possible: The Global AIDS Response. pp.111-132.
- Film: *Brazil: Winning Against AIDS* (Bulldog Films; 27 mins)**

Week Six (Feb. 11th & 13th)

Topics: The “Health Transition” in critical perspective, implications for policy and practice. Re-Emergence of Infectious Disease. Health Inequalities in Focus V: TB/MDR-TB

Readings:

- (1) Wilkinson, R.G. 1999. Chapter 4, “The Epidemiological Transition” pp.36-46. From, Ichiro, Wilkinson & Kennedy (Eds.) *The Society and Population Reader: Income Inequality and Health* (Vol.1). New York: The New Press.
- (2) Smith-Nonini, S. 2009. Neoliberal Infections and the Politics of Health: Resurgent Tuberculosis Epidemics in New York City and Lima, Peru. pp.588-622, In *Anthropology and Public Health: Bridging Differences in Culture and Society*, 2nd Ed. Robert A. Hahn and Marcia C. Inhorn (Eds.). Oxford: Oxford University Press.
- (3) Farmer et al. Chp. 8. The Unique Challenges of Mental Health and MDRTB: Critical Perspectives on Metrics of Disease. pp. 212-244.

Week Seven (Feb. 18th & 20th)

Topics: Measurement in Global Health; Quantitative and qualitative measures; composite measures, epidemiology and ethnography; approximating population health and wellbeing.

Readings:

- (1) Gordis, Leon. 2000. Introduction, pp. 3-13. *Epidemiology: Second Edition*. Philadelphia: W.B. Saunders Company.
- (2) Reid, T.R. Appendix. pp. 252-263. In, *The Healing of America: A Global Quest for Better, Cheaper, and Fairer Health Care*. New York: Penguin Books.
- (3) Mendenhall, E., Yarris, K.E. and Kohrt, B. 2016. Utilization of Standardized Mental Health Assessments in Anthropological Research: Possibilities and Pitfalls. *Culture, Medicine and Psychiatry*. DOI 10.1007/s11013-016-9502-y

Week Eight (Feb. 25th & 27th)

Topics: Health Inequalities in Focus VI: Global Health Partnerships and Ethics (Part II)

Readings:

- (1) Crane, J. 2010. Unequal Partners: AIDS, Academia, and the Rise of Global Health. *Behemoth: A Journal on Civilization* 3(3).
- (2) Evert, Jessica, Tricia Todd and Peggy Zitek. 2015. Do you GASP? How pre-health students delivering babies in Africa is quickly becoming consequentially unacceptable. *The Advisor*. pp. 61-65.
- (3) <https://compact.org/cfhi/> “How does Global Service-Learning become a dis-service in healthcare settings?”

Week Nine (March 3 & 5)

Topics: Health Inequalities in Focus VII: Values and Politics in Global Health Aid; the Breast Feeding Controversy

Readings:

- (1) Farmer et al. Chp. 10. Taking Stock of Foreign Aid. pp. 287-301.
- (2) http://apps.who.int/gb/ebwha/pdf_files/WHA71/A71_ACONF4Rev1-en.pdf
- (3) http://www.who.int/nutrition/topics/exclusive_breastfeeding/en/
- (4) <http://pediatrics.aappublications.org/content/early/2017/04/13/peds.2017-0647>
- (5) <https://www.unicef.org/nutrition/training/5.2.1/9.html>
- (6) <https://www.nytimes.com/2018/07/08/health/world-health-breastfeeding-ecuador-trump.html>

Week Ten (March 10 & 12)

Topics: Responding to Global Health Challenges: The PIH Model; “Scaling Up”; Building Effective Collaborations in Global Health; supporting sustainable health systems

Readings:

- (1) Farmer et al. Chp. 6. Building an effective rural health delivery model in Haiti and Rwanda. pp.133-183.
- (2) Farmer et al. Chp. 7. Scaling up Effective Delivery Models Worldwide. pp.184-211.
- (3) Herrick and Reades. 2016. Mapping University Global Health partnerships. *The Lancet Global Health* 4(10): PE694; at:
[https://www.thelancet.com/journals/langlo/article/PIIS2214-109X\(16\)30213-3/fulltext](https://www.thelancet.com/journals/langlo/article/PIIS2214-109X(16)30213-3/fulltext)

Podcast: “Ophelia Dahl’s National Health Service,” *The New Yorker*; audio podcast available at: <https://www.newyorker.com/magazine/2017/12/18/ophelia-dahls-national-health-service>

FINAL EXAM: Monday, March 16th 12:30-2:30pm