

College of William and Mary
Department of Kinesiology and Health Sciences
KINE 290 – Introduction to Global Health
Fall 2018

This is a COLL 300 course
Bodies that Matter

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<u>Class Meets:</u>	Mondays, Wednesdays, and Fridays 8:00-8:50 am
<u>Office Hours:</u>	Tuesdays and Thursdays 11:00 am- 1:00 pm Other times by appointment

Catalog Description:

This course will introduce students to health and disease issues around the globe, and juxtapose them against health issues in the United States. An ecological framework will be used to illustrate social, economic, political, and environmental determinants of global health inequity. Concepts from the social sciences, epidemiology, health systems, and policymaking will be incorporated.

Required Textbook 1. Jacobsen Kathryn, Introduction to Global Health 2nd Edition. ISBN 978-1-4496-8834-9.
2. The Fever by the Virginian Pilot
<https://store.pilotonline.com/products/the-fever>

Important Dates: Add/Drop deadline: Sept 7th
Withdraw deadline: Oct 26th
Exam date: Dec 13th 9am
Mid-Term 1: Oct 12th
Mid-Term 2: Nov 16th

Visit to Norfolk Public Library: Nov 9th (Note that this will be from 8am to 1pm)

Additional required readings will be provided as pdf files in Blackboard or as links to online content in the syllabus. Please read the items for the class before the class designated.

Course objectives: Upon completing this course, students should be able to:

1. Explain from a global perspective the burden of disease, and the relationship between wealth and development.
2. Utilize basic epidemiological indicators to evaluate global health status.
3. Discuss fundamental concepts and issues in global health ethics.
4. Summarize the epidemiology of major communicable and noncommunicable diseases, and discuss the role of global forces such as conflict and climate change in disease patterns.
5. Compare the way social, cultural, behavioral, and environmental factors interact in disease production.
6. Compare the Beveridge, Bismarck, National Health Insurance, and out-of-pocket systems of health care delivery, and assess their effectiveness and ethicality as utilized across the world.
7. Explain the global health challenges facing vulnerable and marginalized groups, such as prisoners and refugees.
8. Assess evidence-based interventions to address global public health issues.
9. Describe the impact of power and privilege on health equity.

Overview of the Content to be Covered During the Semester:

Class number, Date	Topic	Readings to be completed (Additional readings may be added to Blackboard during the semester)
1 W 8/29	Course introduction	Section 1.1. to 1.3 in Introduction to Global Health 2 nd Edition By Kathryn Jacobson
2 F 8/31	Current State of Global Health (Funding)	<ol style="list-style-type: none"> 1. Garrett Laurie, The Challenge of Global Health, Foreign Affairs Jan/Feb 2007 p14-38. http://www.jstor.org/stable/pdf/20032209.pdf?refreqid=excelsior%3A447aa96e05cbea74b37024cb6335b6b0 2. Abuja Declaration http://www.who.int/healthsystems/publications/Abuja10.pdf

3 M 9/3	Current State of Global Health (SDGs, systems and focus)	<ol style="list-style-type: none"> 1. Sustainable Development Goals: All You Need to Know. The Guardian, 1/19/15: https://www.theguardian.com/global-development/2015/jan/19/sustainable-development-goals-united-nations 3. https://www.thelancet.com/who-DG
4 W 9/5	Social Determinants of Health	<ol style="list-style-type: none"> 1. Marmot Michael, The Health Gap, Chapter 1. 2. Chapter 5, Geographies of Health
5 F 9/7	Global Burden of Disease	<ol style="list-style-type: none"> 1. IHME: Increase in global life expectancy offset by war, obesity, and substance abuse http://www.healthdata.org/news-release/increase-global-life-expectancy-offset-war-obesity-and-substance-abuse 2. Jacobsen, Chapter 2.
6 M 9/10	Global Health Indicators	<p>https://data.worldbank.org/indicator</p>
7 W 9/12	The Demographic Divide	<ol style="list-style-type: none"> 1. Population Reference Bureau: The Demographic Divide: What is it and why it matters http://www.prb.org/Publications/Articles/2005/-TheDemographicDivideWhatItIsandWhyItMatters.aspx 2. https://www.populationpyramid.net/world/2017/
8 F 9/14	Guest Speaker	<ol style="list-style-type: none"> 1. The Impact of Epidemic Diseases by Don Brothwell Pages 238 to 244 In The Meeting of Two Worlds, Europe and the Americas 1492-1650. 2. The 1781-1782 Smallpox Epidemic in Baja California by Robert H Jackson. The Journal of California and the Great Basin Anthropology https://cloudfront.escholarship.org/dist/prd/content/qt34d8b904/qt34d8b904.pdf?t=l1ncfh&v=lg <p>Meghan Bryant, PhD : Special Collection Librarian</p>

9 M 9/17	Introduction to Final Paper and Academic Festival Project	<p>Academic Festival Theme: Discovering Diseased Bodies through Archeological Digs versus written words</p> <ol style="list-style-type: none"> 1. Reading: Page 12 to 25 in Bodies and Lives in Ancient America: Health Before Columbus 2. https://www.youtube.com/watch?v=Feo8xbUYOaA (will watch in class)
10 W 9/19	Communicable Diseases: HIV, TB, Malaria. The Global Fund	<p>Chapter 10, Jacobsen Speaker: Fredy Peccerelli 5pm Commonwealth Auditorium</p>
11 F 9/21	Communicable Diseases: TB	Tuberculosis in Dhaka:BRAC's Urban TB Program (Harvard Medical School Cases in Global Health Delivery)
12 M 9/24	Communicable Diseases: HIV	Partners In Health: HIV Care in Rwanda (Harvard Medical School Cases in Global Health Delivery)
13 W 9/26	Communicable Diseases: Measles	The Measles Initiative (Harvard Medical School Cases in Global Health Delivery in Blackboard)
14 F 9/28	Communicable Diseases: Malaria	The Coartem Challenge by Spar and Delenay, Harvard Business School
15 M 10/1	Communicable Diseases: Neglected Tropical Diseases	Chagas Disease Vector Control in Honduras (Harvard Cases in Global Health Delivery)
16 W 10/3	Legacies of Colonialism, Structural Adjustment Programs.	<ol style="list-style-type: none"> 1. Chapter 3, pages 60 to 73, in Reimagining Global Health by Farmer et al. 2. Chapter 2, Legacies of Colonial medicine in Sickness and Wealth: The Corporate Assault on Global Health edited by Meredith Fort et al. 3. Chapter 4, Sapping the Poor: The impact of Structural Adjustment Programs.
17 F 10/5	Ethics in Global Research	<ol style="list-style-type: none"> 1. Knifed with a smile by Carl Eliot in The New York Review of Books http://www.nybooks.com/articles/2018/04/05/experiments-knifed-with-smile/ 2. Pfizer Meningitis case in Nigeria https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4089044/

18 M 10/8	Violence against Women, sexual harrassment	<ol style="list-style-type: none"> 1. Improving Mental Health Services for Survivors of Sexual Violence in the DRC (Harvard Medical School Cases in Global Health Delivery) 2. http://www.unwomen.org/en/news/stories/2017/11/feature-bangladesh-students-say-no-more-sexual-harassment 3. http://www.heforshe.org/en
19 W 10/10	Education, empowerment and women's health	Chapter 3 Pathways to Choice in Women's Empowerment and Global Health edited by Dworkin, Gandhi and Passano Speaker: Bernadette Muthein 5pm Commonwealth Auditorium
20 F 10/12	Exam 1	
21 M 10/15	Fall Break, no class	
22 W 10/17	Migration and Health, Refugee Health, LGBT health	Chapter 10 in Geographies of Health by Gatrell and Elliot Speaker: micha cardenas 5pm Commonwealth auditorium
23 F 10/19	Non-Communicable Diseases: Cardiovascular disease, Cancer, Respiratory Diseases, Diabetes	Council on Foreign Relations: The Emerging Crisis: Noncommunicable Diseases http://www.cfr.org/diseases-noncommunicable/NCDs-interactive/p33802?cid=otr-marketing_use-NCDs_interactive/#!/
24 M 10/22	Non-Communicable Diseases: Cancers	1. Wiseman Martin, Conference on "Food and Nutrition security in Africa: New Challenges and Opportunities for Sustainability, Proceedings of the Nutrition Society, Vol 74, 2013. (In Blackboard)
25 W 10/24	Risk factors for NCD's: Tobacco and Alcohol	<ol style="list-style-type: none"> 1. WHO Framework Convention on Tobacco Control, 2003 World Health Organization. (2003). <i>WHO Framework Convention on Tobacco Control</i>. Geneva, Switzerland: Retrieved from http://www.who.int/fctc/text_download/en/ 'Sin' Tax Health Financing in Philippines (Harvard Medical School Cases in Global Health Delivery)
26 F 10/26	Guest Speaker	Prof. Gerard Chouin Detecting Disease from Archaeological Digs
27 M 10/29	Climate Change and Health	Chapter 3 in Readings in Global Health by Hunter and Fineberg

28 W 10/31	Substance Abuse and Addictions	Introduction Chapter in Substance Abuse: A Global View by Andrew Cherry et al. http://web.b.ebscohost.com/ehost/ebookviewer/ebook/bmxlYmtfXzg2NjgwX19BTg2?sid=04cf762d-a494-48f6-9c17-16b60bfe603a@sessionmgr103&vid=1&format=EB&rid=1
29 F 11/2	Nutrition Transition and Obesity	<ol style="list-style-type: none"> 1. Jacobson, section 1.4. 2. Scott A, Ejikeme SC, Clottey E., Thomas JG. (2012). Obesity in Sub-Saharan Africa: Development of an Ecological Theoretical Framework. <i>Health Promotion International</i>. Retrieved from https://doi.org/10.1093/heapro/das038
30 M 11/5	Child Survival: Nutrition	<ol style="list-style-type: none"> 1. Chapter 2 in Power of Positive Deviance by Pascale, Sternin and Sternin 2. Reducing Child Malnutrition in Maharashtra, India (Harvard Medical School Cases in Global Health Delivery)
31 W 11/7	Child Survival: Vaccine Preventable Diseases	<p>Alcindor, Y. (2014, April 8). Anti-vaccine movement is giving diseases a second life. <i>USA Today</i>. Retrieved from http://www.usatoday.com/story/news/nation/2014/04/06/anti-vaccine-movement-is-giving-diseases-a-2nd-life/7007955/</p> <p>Black et al. Global, Regional, and National causes of child mortality in 2008: a systematic analysis. https://ac.els-cdn.com/S0140673610605491/1-s2.0-S0140673610605491-main.pdf?_tid=032c4b75-cab0-4c76-b730-074d3b02c96b&acdnat=1526311069_4cdc423adfc4152bd074fca81428ecc c</p>
32 F 11/9	Visit to Norfolk	<p>https://pilotonline.com/news/local/projects/collection_c0657a3c-a5c7-11e6-82ad-bf83a7517e05.html</p> <p>http://www.mosquito-va.org/pdfs/2007%20Presentations/yellow%20fever%20epidemic.pdf</p> <p>https://www.loc.gov/item/2009575801/</p>
33 M 11/12	Maternal Health	<ol style="list-style-type: none"> 1. Chapter 5, Jacobsen 2. Wall Lewis. A Framework for Analyzing the Determinants of Obstetric Fistula Formation. Population Council, Vol 43, No4, 2012. http://www.jstor.org/stable/pdf/23409222.pdf?refreqid=excelsior%3A3ca5e63d4728c3232bc08fd12f487900

34 W 11/14	Improving Maternal Health in Low Income countries	www.cgdev.org/doc/millions/MS_case_6.pdf (paper on Sri Lanka) How are poor countries able to have good health outcomes.
35 F 11/16	Exam 2	
36 M 11/19	Global Health Financing	<ol style="list-style-type: none"> 1. Ravishankar et al, Financing of Global Health: Tracking Development Assistance for health from 1990 to 2007. https://profiles.uonbi.ac.ke/odundo_paul/files/development_assistance_for_health_the_lancet_062009.pdf 2. Global Health Development Assistance Remained Steady in 2013 But Did Not Align with Recipients' Disease Burden https://search.proquest.com/docview/1525959351/fulltextPDF/425E8D388D0A4E43PQ/1?accountid=15053
37 W 11/21	THANKSGIVING BREAK	
38 F 11/23	THANKSGIVING BREAK	
39 M 11/26	Health Systems and Health Care Reform	Chapter 2 in The Healing of America by JT Reid
40 W 11/28	Comparing Health Systems: US, England, Canada, France, China	Page 57 to 78 In Healthcare Delivery in the United States by Knickman and Kovner 11 th Edition
41 F 11/30		Academic Festival
42 M 12/3	Comparing Health Systems: Japan and India	Chapters 6 and 9 in The Healing of America by JT Reid
43 W 12/5	Healthcare in Africa	Chapter 1 and Chapter 8 in Prince and Marsland, Making and Unmaking Public Health

44 F 12/7	Health Workforce	Chapter 20 in Readings in Global Health by Crisp and Chen, Edited by Hunter and Fineberg
	Final Exam	-----

Instructional Methods:

The course meets three times a week for fifty minutes. The way we use this time will vary, and will include lectures, discussions, watching films, and in-class exercises. You are required to sign up on Blackboard for groups of five people. Each group will work on the group report from our visit to Norfolk and on the Academic Festival together.

COLL 300: As a requirement for the COLL 300 attribute of this class, students are required to attend the presentation of the 3 speakers listed on the syllabus. You are required to write a one page reflection paper on how the speakers presentation ties in with the topic in the class before their presentation ie Communicable Diseases in the New World for Freddy Peccerelli; Violence against women, women empowerment and women’s health for Bernadette Muthein and Migrants Health, Refugee Health and LGBT health for micha cardenas. Each reflection paper should summarize the presentation, and tie it to the class discussion of the previous classes and expound on how it relates to the theme of Bodies that Matter.

All students in the class are also required to attend the Academic Festival on Nov 30th. As part of the Festival presentation, students will be divided into groups of 5 and use the map of Norfolk from 1851 to trace the epidemic. The group project should be 2-3 slides summarizing start and spread of the disease and its effect on the population. One slide must be the map indicating the site of the start of the epidemic and its spread graphically.

In addition to the group project for the Academic Festival, the class will visit the Sargeant Memorial Collection at the Norfolk Public Library to review archival materials on the Yellow Fever outbreak of 1855. Students will work in groups of five to answer questions on the epidemic during the visit and the same groups will be work together on the Academic Festival Project.

Grading: There will be two midterm examinations and a final examination. The final examination will be cumulative. Exams are mixed format, and will include true/false, multiple choice, and could include short answer format.

	<u>% of Grade:</u>
Exam 1	15
Exam 2	15
Attendance	10
Report on COLL 300 Speakers	10

Academic Festival	10
Group Report	20
Final Exam	20
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	100%

<u>Grading scale*:</u>	94-100	A
	90-93	A-
	87-89	B+
	83-86	B
	80-82	B-
	77-79	C+
	73-76	C
	70-72	C-
	67-69	D+
	63-66	D
	60-62	D-
	Below 60	F

*Grades may be curved or points added to the distribution as needed. Any adjustments will be in students' favor.

Notes:

Students will be expected to understand and abide by campus policies related to **academic integrity** and **appropriate citation of sources** in all written work completed. Plagiarism is a serious offense, deliberate or not, and will be referred for further disciplinary action. If you need further guidance regarding citation, please see me.

There are times when **extraordinary circumstances occur** (e.g., serious illness, death in the family, etc.). In such circumstances, and/or if you need additional time to satisfactorily complete any course requirement, please consult with me within a reasonable amount of time. *Nota bene:* Extensions are not guaranteed and will be granted at the discretion of the instructor. No extra credit projects will be assigned.

Every effort will be made to respond to student **emails** in a timely fashion (within 24-48 hours).

Electronics Policy:

- 1) Using laptops or tablets to take notes is permitted. (However, research suggests you learn better when you take notes with pen and paper.) If you are also going to use your laptop or tablet to check email, do Facebook, shop, do work from other classes, read the news, or otherwise dissociate, sit in back. (Because really, that's just distracting and obnoxious, let's be honest.)

- 2) Please do not have your phones out. If you cannot survive the class period without checking your phone, sit in back. (Then read the research showing that compulsive phone-checking simulates the feeling of being in love.)
- 3) Consider making the decision to be mindfully present during our time together.

Diversity Statement

The Faculty of Arts and Sciences at the College of William and Mary welcomes the pursuit of academic excellence irrespective of age, cultural identity, ethnicity, gender, faith, neurological make-up, geographic background, military and economic status.