COURSE DESCRIPTION

Many of the greatest challenges in public health are global. This course uses a multidisciplinary approach to introduce students to consideration of the major determinants of poor health and the relationship between health and political, social and economic development. Drawing upon the sciences, social sciences and humanities, students will consider the evolution of modern approaches to the setting of global health priorities, the functions and roles of health systems, an overview of current global health practices, and the major institutional players in global health.
The first unit of the class will focus on establishing the foundations for a public health approach to understanding the challenges of global health. This will involve exploration of the factors shaping the global distribution of disease and their connection with issues of social, economic and political development, as reflected in the Millennium Development Goals. The impacts of globalization on health risks and availability of health resources will also be considered. The unit will be underpinned by an elaboration of the ‘Global Burden of Disease’ methodology, and how it may be used to define policy agendas and related strategies.

The second unit of the class will explore in further detail a number of major health priorities. In coverage of each, distinctive issues involved in causation, treatment and prevention will be reviewed. However, a significant goal of the class will be to identify common sources of vulnerability and challenge across health risks, and the consequent need for a systemic approach to their being addressed.

The third and final unit builds upon this analysis to demonstrate the multi-disciplinary, multi-level approach required to effectively address global health priorities, and the political and organizational cooperation required to achieve this. A number of sessions are dedicated to country case studies exploring the outworking of issues raised throughout the course in particular settings.

**LEARNING OUTCOMES**

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

- Explain the basic principles of public health and a population-based approach to improving health.
- Describe key public health concepts related to global health, including: demographic and epidemiological transitions, measures of health status, and the burden of disease.
- Describe how globalization has changed the patterns of the spread of disease and the methods needed to control disease.
- Discuss the multi-directional links between health and social and economic factors.
- Discuss how social and cultural factors can affect a society’s vulnerability to morbidity and mortality and its approaches to prevention and control.
- Discuss the determinants of health and risk factors for conditions of major global health impact.
- Identify critical issues in the organization and delivery of public health and health care services and methods to address these issues.
- Identify key organizations and institutions, their roles in global health, and the manner in which they can cooperate to address key global health issues.
- Identify the epidemiology of, and main interventions to prevent and treat, major causes of morbidity and mortality in low and middle income countries
- Discuss the health impact of complex humanitarian emergencies and major mechanisms of response to address these situations.

**TEACHING AND LEARNING APPROACH**

Readings and on-line resources will be specified for each week of classes. Instructors will provide core lectures during the program, and link contributions made by guest lecturing faculty. Other inputs will include case studies and panel discussions. There will be a major emphasis on active class participation, which will be enabled through question periods, reflective activities and discussion.

**COURSE REQUIREMENTS**

Students are expected to attend and actively participate in lecture along with carefully doing the readings and engagement with other learning resources.

Participation will be assessed based on open-book Canvas quizzes on material drawn from course readings; attendance; and participation in lectures and during class activities. Attendance will be taken each class. The quizzes will be 3-4 questions and will need to be completed before the start of each class session. The midterm exam will be an in-class exam on February 21st, comprised of short answer and multiple-choice
questions. March 25th is the due date for the group project in which students will apply course learning to a specific country and issue. The final date is TBD, will be an in-class cumulative essay exam. Students who do not turn in the project on time or who do not take the midterm or final at the assigned time without prior permission from instructor will have one point deducted from their exam or project score per day.

Student performance will be assessed on the following:
20% Participation (Reading Quizzes and Attendance)
20% Midterm Exam
30% Group Project
30% Final Exam

REQUIRED READING
Books are available at Book Culture on 112th Street between Broadway and Amsterdam.


Recommended Reading:

Additional required readings for specific sessions are noted in the course schedule. Canvas should always be consulted for the latest schedules.

COURSE SCHEDULE

<table>
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<th>Unit 1: A Public Health Approach to Global Health</th>
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<tr>
<td>Class 1: Introduction to Global Health</td>
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<tr>
<td>January 17</td>
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<tr>
<td>Lecturer: Marni Sommer and Rachel Moresky</td>
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<tr>
<td>Required readings and other learning resources:</td>
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<tr>
<td>Farmer - Chapter 1</td>
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<td>Skolnik - Chapter 1</td>
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| Class 2: Health Systems                        |
| January 22                                     |
| Lecturer: Rachel Moresky                       |
| Required readings and other learning resources |
| Skolnik - Chapter 5                            |
| Stenberg, K, Hanssen, O, Tan-Torres Edejer, T et al. Financing transformative health systems towards achievement of the health Sustainable Development Goals: a model for projected resource... |
needs in 67 low-income and middle-income countries. Lancet Glob Health. 2017; (published online July 17.) http://dx.doi.org/10.1016/S2214-109X(17)30263-2


Class 3: Social Determinants of Health

January 24
Lecturer: Lisa Bates

Required Readings:

S. Friel and M. Marmot “Chapter 7 Global Health Inequities” in Routledge Handbook of Global Public Health 2011


Class 4: Education and Health

January 29
Lecturer: Marni Sommer

Required readings and other learning resources

Skolnik - Chapter 3


First reading quiz due by 12PM today.

Class 5: Global Burden of Disease

January 31
Lecturer: Paul Wilson

Required readings and other learning resources

Skolnik - Chapter 2

Case Studies # 9 “Improving the Health of the Poor in Mexico”


Class 6: Poverty and Environmental Exposure

February 5
Lecturer: Joe Graziano

Required readings and other learning resources

Skolnik - Chapter 7

Case Studies # 10 “Controlling Trachoma in Morocco”


### Class 7: Nutrition

**February 7**

Lecturer: Joanne Csete

**Required readings and other learning resources:**


### Class 8: Water and Sanitation

**February 12**

Lecturer: Les Roberts

**Required readings and other learning resources:**

Skolnik - Chapter 7

Case Studies # 10 “Controlling Trachoma in Morocco”


http://bigstory.ap.org/article/920e19804d804c31b4b83c4a32fe0726/report-says-bangladesh-govt-wells-not-fixing-arsenic-crisis (Links to an external site.)

### Class 9: Gender Based Violence

**February 14**

Lecturer: Catherine Poulton

**Required readings and other learning resources:**


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<td>Lecturers: Marni Sommer and Rachel Moresky</td>
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Class 2: Global Health Priorities

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<th>Class 12: Injury Prevention and Treatment</th>
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<tr>
<td>February 26</td>
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<tr>
<td>Lecturer: Rachel Moresky</td>
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Required readings and other learning resources:


Skolnik - Chapter 14

Class 13: Global mental Health

| February 28                         |
| Lecturer: Kathleen Pike             |

Required readings and other learning resources:


**Class 14: Averting Maternal Mortality**

**March 5**

**Lecturer:** Lynn Freedman

**Required readings and other learning resources:**

Skolnik - Chapter 9

Case Studies # 6 “Saving Mothers’ Lives in Sri Lanka”

Farmer - Chapter 9: Rethinking Health and Human Rights


**Optional/Further readings:**


**Class 15 : Global Aging**

**March 7**

**Lecturer:** Linda Fried

**Required readings and other learning resources:**

Fried L, Frick KD, Carlson MC, Rebok GW. “Experience Corps: A social model for health promotion for older adults that simultaneously harnesses the social capital of an aging society”. *G6W*; 2006;1, 23 – 35.


“Global Age-Friendly Cities: A Guide”--Read Parts I and II, skim the rest

**Class 16 : Climate Change and Global Health**

**March 19**

**Lecturer:** Jeffrey Shaman

**Required readings and other learning resources:**

### Class 17: CASE STUDY: Girls’ Experience of Menstruation and Education in Tanzania

**March 21**

**Lecturer:** Marni Sommer

**Required readings and other learning resources:**

Skolnik - Chapter 6


### Class 18: Neglected Tropical Diseases

**March 26**

**Lecturer:** Anne Paxton

**Required readings and other learning resources:**

Case Studies, Case # 7 “Controlling Onchocerciasis (River Blindness) in Sub-Saharan Africa,” 10 “Controlling Trachoma in Morocco,” and 11 “Reducing Guinea Worm in Asia and Sub-Saharan Africa”


### Class 19: HIV/AIDS

**March 28**

**Lecturer:** Wafaa El-Sadr

**Required readings and other learning resources:**

Farmer - Chapter 2 and 4

Case Studies # 2 “Preventing HIV/AIDS and Sexually Transmitted Infections in Thailand”

Rx for Survival - "A Vaccine for AIDS?"

### Class 20: TB

**April 2**

**Lecturers:** Adam Karpati

**Required readings and other learning resources:**

Farmer – Chapter 7


Class 21: Health in Complex Emergencies

April 4  Lecturer: Unni Karunakara

Required readings and other learning resources:

Skolnik - Chapter 15


Unit 3: Case Studies in Global Health

Class 22: April 9th - Group Presentations

Class 23: CASE STUDY: Ebola

April 11  Craig Spencer

Required readings and other learning resources:


Garrett, L. “Learning from WHO’s Ebola Mistakes. Foreign Affairs


Class 24: CASE STUDY: Vitamin A and Child Health TB

April 16  Lecturer: Alfred Sommer

Required readings and other learning resources:

Farmer - Chapter 6


Class 25: Malaria

April 18  Lecturer: Matthew Lynch

Required readings and other learning resources:

Skolnik - Chapter 12

https://www.nap.edu/read/11017/chapter/10

Class 26: CASE STUDY: Unintended Pregnancy in Rakai, Uganda
### April 23
**Lecturer:** Stephanie Grilo

**Required readings and other learning resources:**


### Class 27: Global Drug Policy

**April 25**
**Lecturer:** Joanne Csete

**Required readings and other learning resources:**


### Class 28: Global Health: Course Review

**April 30**
**Lecturers:** Marni Sommer and Rachel Moresky

**Required readings and other learning resources:**

### FINAL EXAM

**TBD**
**Final Exam**

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**COURSE SCHEDULE AT A GLANCE**

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<td>Moresky</td>
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21 April 4 Health in Complex Emergencies Karunakara
22 April 9 Group Presentations M. Sommer & Moresky
23 April 11 Ebola Spencer
24 April 16 CASE STUDY: Vitamin A and Child Health A Sommer
25 April 18 Malaria Lynch
26 April 23 CASE STUDY: Unintended Pregnancy in Rakai Uganda Grilo
27 April 25 Global Drug Policy Csete
28 April 30 Global Health: Course Review M. Sommer & Moresky

Additional Recommended Reading and Viewing Resources

Unit 1:


Case Studies # 1 “Eradicating Smallpox”

Executive Summary of WHO Commission on Social Determinants of Health Final Report


Rx for Survival: “The End of Smallpox”

USAID’s Vision for Health Systems Strengthening

Unit 2:


Lancet series on HIV prevention, The Lancet, August 9, 2008, starting with:
http://www.thelancet.com/journals/lancet/article/PIIS014067360860882X/fulltext

Rx for Survival - "AIDS in Thailand," "Fighting AIDS in Botswana, " and "An Incurable TB"

Severe malaria, uncomplicated malaria, and Anti-malaria treatment
http://www.malariajournal.com/ Plasmodium life-cycle and natural history of malaria

Unit 3:

