Global Health & Development  
INTL 340 – Fall 2020  
SYLLABUS * DRAFT * Subject to modification

**Please read this entire syllabus carefully and refer to it often throughout the course**

Introduction:
This is the first time I am teaching this course as a remote class, and, as I make the transition to remote teaching and learning for Fall, 2020, with all the challenges this entails for instructors and for students, we also come together this term with an unprecedented mandate to understand key principles in global public health so we can respond collectively and appropriately to the coronavirus pandemic. In their September, 2020 “Goalkeepers Report,” Bill and Melinda Gates, chairs of the Gates Foundation, wrote that this is the first year the world is backsliding on the Sustainable Development Goals (SDGs). They call for the global health community to “analyze the damage the pandemic has done,” exhorting international leaders to recognize:

“There is no such thing as a national solution to a global crisis. All countries must work together to end the pandemic and begin rebuilding economies. The longer it takes us to realize that, the longer it will take (and the more it will cost) to get back on our feet.” In this course, my aim is to give students the tools to understand the principles of global health, including the role of the WHO, the epidemiology of infectious disease, the vital imperative of international cooperation for health, and the importance of recognizing health disparities and the legacies of colonialism in shaping present-day inequalities in health. I am excited to explore these topics with you, providing you with a gateway for the Global Health Minor at UO, and for your future study of global public health. There has never been a more relevant time for unpacking the dynamics at play in shaping global public health.

Your Professor: Kristin E. Yarris, PhD, MPH, MA   Email: keyarris@uoregon.edu
Dr. Yarris’ Office Hours Fall Term: Wednesdays 3-4pm and Thursdays 4-5pm, or by appointment. Office hours will be held remotely in Teams. Access at: office.uoregon.edu

Class Meetings  
Note: All class meetings and office hours this term will be remote, because of the pandemic, in order to prevent community spread of the coronavirus and COVID-19. This is a REMOTE not an ONLINE course; this means that students are expected to show up and participate, in real time, during the scheduled periods for the class. Students were aware of the class time schedule when they enrolled. For more information on lecture remote delivery, access to recorded lectures, participation expectations, and grading, read this entire syllabus.

Lecture Periods:  
Tues. & Thurs. 2:15-3:30pm REMOTE Lectures will be delivered in real-time via Zoom. Attendance in lectures will be recorded. See below for attendance and participation policies.

GEs and Office Hours: Kim Gerken and Grace Wright
Discussion Sections:
Discussions will be facilitated in real-time remotely via Zoom. Attendance will be taken. Discussion sections are your space for engaging more deeply with material reviewed in lectures and for working together on your group projects. See below for discussion section attendance and participation policies.

Sections facilitated by Grace:
14:00-15:00 F
15:30-16:30 F
17:00 - 18:00 R

Sections facilitated by Kim:
8:00-9:00 F
9:30-10:30 F
11:00-12:00 F

Course Overview:
The study of global health has emerged as a priority for the social, biological, and medical sciences. As the core course for the 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 may 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. For the Fall, 2020 version of the course, we will also engage in a module of study about the coronavirus pandemic, examining the role of the WHO, different country responses, and the role of international cooperation in infectious disease outbreaks. 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 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 the association between health and development in critical perspective.
4) Recognize the relation between social position and population health.
5) Understand the role of social determinants of health as fundamental causes of illness.
6) Understand the association between race, as a social construct, racism, and health disparities.
7) Know the importance of, and challenges to, expanding access to primary health care in GH.
8) Develop ethical discernment in relation to GH challenges, partnerships, and interventions.
9) Become familiar with epidemiology and basic measures of population health.
10) Develop awareness of current global health news; develop expertise on one country’s response to coronavirus.
Class Format – Fall 2020 – Pandemic / Remote Edition:
As a remote course, the class will be delivered as a remote, real-time (synchronous) lecture two times per week (during the scheduled class period). Discussion sections led by GEs will also be conducted remotely. The Professor and GEs will use Zoom for class lectures and discussion sections. As a backup, we may use “Conferences” inside Canvas. For remote technology assistance, students should consult: remote.uoregon.edu. Your GEs may also be able to assist you with technological questions. Your professor is not the best resource for tech questions, as she is figuring out these platforms herself as we go! Attendance will be kept during lectures, and students are expected to be present in real time (missing up to two lectures will be “forgiven”; after that, for every two missed lectures, students will lose 1 point towards their overall course grade.) While lectures may be recorded, the recordings will only be available for students for the week within which they are given (e.g. Tuesday and Thursday week one lectures will be available on the course Canvas page through Friday midnight). 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). The primary platform we will use for GLBL 340 is our course Canvas site. Announcements and emails are archived there and automatically forwarded to your UO email, and can even reach you by text if you set your settings under Account > Notifications.

Required Readings:
There is one required book for this course, which will be available for purchase at the UO bookstore and for free access as an e-book via UO Libraries. Log in to library.uoregon.edu using your proxy server to access. Additional readings will be made available through the course Canvas page.

Required Books:
(2) Additional Readings: Articles or chapters will be posted on Canvas and/or made available through UO Libraries.
(3) 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 and follow current events at Global Health Now, a daily email digest of global health news produced by Johns Hopkins University. GHN will also serve as a primary resource for students’ group projects on COVID-19. Subscribe at: https://www.globalhealthnow.org.

Note on Readings: Readings are listed below in the weekly schedule when they are anticipated to be covered in lecture. Dr. Yarris will update students to any changes or adjustments to the schedule of readings in lectures. Try to read, or at least review, that day’s reading prior to the lecture, to aid in your comprehension of the material.
Overview of Course Activities & Assignments:
Students will be evaluated on the basis of: lecture attendance; discussion section participation, weekly Canvas Conversation posts, a midterm, a COVID group project, and a final exam.

Lecture Attendance: To encourage attendance and engagement in class, students are expected to participate in the regularly-scheduled lecture periods for this course (Tuesdays and Thursdays, 2:15-3:30pm PST). Attendance will be taken in Zoom. Each lecture period a student is present is worth ½ point; x 2 lectures per week; x 10 weeks/ term = 10 points or 10% of the course grade. Lectures will be recorded. Barring technology failure, the recorded lecture will be shared with students on the course Canvas page and will be available until Friday 11:59pm of the week in which it was given. Students will no longer have access to the recorded lecture after that time. The Professor will make her lecture Power Point slides available to students on Canvas for the entirety of the term by posting the week’s slides by 5pm Thursday each week (e.g. students will not have access to the slides prior to the lectures.)

Note: this term, each student is permitted to miss two lecture periods without penalty. Please do not message your Professor with excuses or reasons for missing classes, unless you need support to address your academic or personal concerns, in which case, you can reach out to your Professor and/or GEs for referrals to appropriate support services, or utilize those listed at the bottom of this syllabus.

What can I do if I miss lecture?
1) You can miss two lectures this term, for “free,” without penalty.
2) Watch the recorded lecture
3) Talk with a peer in the class about what was covered during lecture. Find a “study buddy” for GLBL 340 and help each other.
4) Do not go to the Professor’s office hours and ask “What did I miss in lecture.” Doing so is disrespectful of the time the Professor spends preparing each day’s lecture.
5) If you wish to make up the ½ point for a missed lecture, you may submit (by Friday 11:59pm during the week the lecture was missed) a response to the following question in one single-spaced page: If you were giving this lecture, what would your lecture outline or lecture notes look like? Develop an outline for the lecture.

Discussion sections: Attendance and participation in discussion sections on Thursdays and Fridays is required. GEs will take attendance in sections each week using Zoom 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. Students will be able to miss one discussion section “free,” without penalty this term. Discussion sections will not be recorded.

What can I do if I miss discussion section?
1) You can miss one discussion, without penalty.
2) Meet with your GE in office hours about what you missed, as the content will be included in the midterm/final exams.
3) Talk to a peer in your section about the material that was missed. Find a “study buddy.”
4) If you wish to apply for a make-up point for a missed discussion section, do #2 and #3 above, write one single-spaced page about the material covered in section, and submit that to your GE for up to 1 pt of credit (due by the following week’s discussion period.)
NOTE: Make sure you log into Zoom and Teams using your UOREGON.EDU Email!!

Canvas Conversations: Each week, the Professor will start a discussion prompt on Canvas in the “Discussions” link. At times, this prompt will relate to class readings; at other times, to current events in Global Health, as covered in GHN, at other times, to the group projects and assignments for class. Each student will post at least one time to this conversation thread each week. Responding to your classmates’ posts counts as a post. These posts are worth one point per week, for a total of ten points or 10% of the course grade.

Note: Discussion posts will always be due by Friday at 11:59pm each week of the term – mark your calendar and get them done before the deadline, each week, to easily make up these ten points of your course grade.

Coronavirus Group Project: During weeks 8 and 9 of the course, students will work in groups, organized as discussion sections, to apply the concepts from this course to analyzing countries’ responses to coronavirus/COVID-19 and to develop greater awareness of the global health response to the current pandemic. Each section will be assigned one country, and the Professor will provide a clear template for the group project, making the work expected clear. Students will need to delegate the project tasks to develop a shareable final presentation (which may be accomplished using any platform – zoom recording, Instagram or Twitter, You Tube, or blog site). Projects are due Monday of week ten, and will be reviewed in class (three projects per lecture period) during week ten, so that the entire class can benefit from every group’s research and presentation. Each student will receive 10 points for the group project. Additional details about the project, include a presentation template and grading rubric for the ten points, will be provided by week six of the term.

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, Oct. 27th 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 25 possible points or 25% of students’ final course grade.

Final exam: The final exam will be administered using Canvas during the final exam period for the course during finals week (2:30-5:30pm, Tuesday, December 8th). MARK YOUR CALENDARS NOW. The final exam will be comprehensive and cover all course materials, weeks one through ten—lectures, discussions, sections, group projects, and any videos/podcasts or other assignments. The final exam will consist of short-answer essays, table-reading and data interpretation exercises, true/false, and/or multiple choice questions and will be designed to be completed in two hours (although students will have three hours to complete it). A review sheet for the final exam will be provided by the Instructor and reviewed in Discussion Sections during Week 10. The exam is closed-note and closed-book and students are expected to adhere to this norm and to do their own work on the exams even though the exam will be administered remotely. The final is worth 35 possible points or 35% of students’ final course grade.
Please note: given the tight turnaround period for final grades to be submitted with the Registrar, we cannot administer final exams late or after the scheduled exam period. If you have an accommodation with the AEC, we will work with you to find a reasonable accommodation.

Note on exams: The University Student Conduct Code [https://dos.uoregon.edu/conduct](https://dos.uoregon.edu/conduct) defines academic misconduct, which includes unauthorized help on assignments and examinations and the use of sources without acknowledgment. Other forms of prohibited general misconduct include disruptive behavior or harassment—such misconduct is prohibited at UO. As UO Faculty, I am obliged to report student misconduct to the Office of Student Conduct and Community Standards—consequences can include failure of the course. In our remote class, please maintain standards of respect and professionalism inside Zoom. You don’t need to show your video in zoom, unless you are speaking, if that makes you more comfortable. Please only send chat messages that are respectful and professional. I expect that you will do your own work on the course midterm and final, both of which will be administered using Canvas. I will adjust times allotted for the midterm and the final in order to support students with accommodations through the Accessible Education Center (see below for notes on accommodations). If a technological glitch disrupts your exam, don’t panic. Dr. Yarris will be available during the administration of the midterm and final exams and you can chat her in Canvas-Conferences or Canvas-email Dr. Yarris and your GEs and we will trouble-shoot with you.

Grading summary (See Course Notes below for additional notes on grading)

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<thead>
<tr>
<th>Activity</th>
<th>Pts Available</th>
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<tr>
<td>Discussion sections:</td>
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<td>In-class quizzes:</td>
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<td>Covid Group Project:</td>
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<td>Final Exam:</td>
<td>35</td>
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<td>Total possible points:</td>
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</tbody>
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Weekly Schedule

Prior to the scheduled class periods on Tuesdays and Thursdays, you should read (or at least review/skim) the required readings for that day. Note: Professor may shift, reduce, or repeat these topics and readings, depending on students’ understanding and engagement with the material. Changes will be noted by the professor during weekly lectures. Check with your GE if you are unsure which materials we are reviewing on a given week or day in class.
**Week One (Sept 29th & Oct 1st)**

**Topics:** Introduction to the course; Work out the technology; Health in a Global Context and from a Social Perspective; the World Health Organization; the Alma Ata Declaration; the SDGs

**Readings:**

**Week Two (Oct 6th & Oct 8th)**

**Topics:** Social position and health, Social determinants of health, the social gradient of health; the Whitehall Studies

**Readings:**

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

**Week Three (Oct 13th and 15th)**

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

**Readings/Materials:**

**Podcasts (optional, but have a listen!)**
2. https://www.npr.org/series/543928389/lost-mothers

**Film:** “When the Bough Breaks” (Unnatural Causes, California Newsreel; 29 mins)
Week Four (Oct 20th and 22nd)
Topics: Social determinants of health, review. Case Study.
Readings/Materials:
https://hwcdn.libsyn.com/p/8/9/f/89f44c41aa266b83/NHPodcastAug16Braveman_Mixdown_1.mp3?c_id=12164470&cs_id=12164470&expiration=1600738097&hwt=3d58bafe91de6c2b3873600d9a34b5d5
(5) Activity: research a city/county health department of interest and explore how they may be addressing social determinants of health

Week 4 Discussion Sections: Midterm review

Week Five (Oct 27th & 29th)
MIDTERM DURING CLASS ON Tuesday, Oct. 27th
Administered in Canvas. Students have the entire class period to complete (2:15-3:45)
Students with an AEC accommodation for extra time or a different testing format, please email the Professor and your GEs no later than October 22nd to set up your midterm. We are happy to accommodate you. See bottom of the syllabus for more information.

For Thursday, Oct. 29th:
Reading:

Week Six (Nov 3rd and 5th)
Topics: Colonial medicine; legacies for GH; GH ethics; sustainable partnerships in GH; building public health delivery systems
Readings:
(4) Online course at: http://ethicsandglobalhealth.org **All students must complete online course, then print and upload their completion certificate onto Canvas**

Group Project Description distributed
**Week Seven (Nov. 10th and 12th)**

**Topics:** Measurement in Global Health; Basic Epidemiological measures of population health; composite measures; Quantitative and qualitative approaches. Innovative public health research in a time of COVID; disseminating results; countering misinformation in public health.

**Readings:**


**Week Eight (Nov. 17th & 19th)**

**Topics:** Applying concepts from this course to consider the case of COVID-19: tracking disparities; considering neo-colonialism; unpacking the role of social determinants; tracing the role of the WHO and international cooperation.

**Readings:** *(Available as e-book - access using proxy server at library.uoregon.edu)*


**Week 8 Discussion Sections dedicated to group project work**

**Week Nine (Nov. 24th – no class Thanksgiving holiday)**

**Topics:** COVID-19 Group Projects; Learning from the Pandemic: Lessons for GH; vaccines and public health; the importance of primary health care systems; “scaling up”.

**Readings:**


**Week 9 NO DISCUSSION SECTIONS - due to Thanksgiving Holiday**

Projects due on Canvas (upload) by Monday, Nov. 30th, 11:59pm (may be submitted earlier)

**Week Ten (Dec. 1st and 3rd)**

**Topics:** COVID-19 Group Projects: review in class, three projects each day. No new readings this week. Students will review group projects on Canvas.

**Week 10 Discussion Sections: Final Exam Review**

**FINAL EXAM:** Tuesday, Dec. 8th, 2:45-5:45pm Remote, via Canvas.
Course Notes – Please read carefully

Standard Grading Rubric**

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
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<td>A</td>
<td>94-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-93</td>
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<tr>
<td>B+</td>
<td>87-89</td>
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<tr>
<td>B</td>
<td>84-86</td>
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<td>B-</td>
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<td>C+</td>
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<td>C</td>
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**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-).

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.

Notes on technology: Log into canvas.uoregon.edu using your DuckID to access our class. Also, make sure you log into Zoom and Teams using your uoregon email! If you have questions about Canvas, visit the Canvas support page at https://service.uoregon.edu/TDClient/2030/Portal/Requests/ServiceDet?ID=38635 Technology Support also is available by phone or live chat: 541-346-4357 | livehelp.uoregon.edu Your GEs may also be able to assist you. UO information services has additional resources on remote access: https://service.uoregon.edu/TDClient/2030/Portal/KB/ArticleDet?ID=101263 Your Professor is not your best resource for tech support (she is barely figuring it out herself!). Help each other—post any tips for your classmates about remote access, the platforms we are using, or other suggestions on the weekly discussion thread in Canvas so we can all learn from one another about how best to teach and learn in this remote environment.

Note on communicating with your Professor and GEs: The best way to message your Professor and GEs is via the Canvas mail function (the inbox icon is on the left-side toolbar in your course Canvas page). The second-best way to communicate is to drop-in to remote office hours with your Professor or GEs, or make an appointment if the scheduled office hour times don’t work for you. As a last option, you may email your Professor or GEs (last option because we all receive a ridiculously large volume of emails, and they are very easy to lose track of!). Your Professor and GEs will do their best to respond to your message within the same business
day of receipt (e.g. by 5pm on the day of receipt); if you send a message after hours, expect a response during business hours the next day (e.g. 9am-5pm). If you have needs for support outside business hours, reach out to UO support services, many of which can be found at the Dean of Students webpage: dos.uoregon.edu

**Note on accommodations:** The UO is seeking to foster inclusive learning environments. Professor Yarris is doing the best she can to follow inclusive learning guidelines and best practices. If you feel that an accommodation to this course is needed so that you can be successful, do not hesitate to reach out to the Accessible Education Center at aec.uoregon.edu or uoaecc@uoregon.edu or 541-346-1155. Please notify Professor Yarris and/or your GEs if there are aspects of the instruction or design of the class that present a barrier for you, and they will do their best to modify the course content/design. If you do register with AEC as needing an accommodation, please make sure that accommodation letter is shared with Professor Yarris so that she is aware of the accommodations she needs to make to course content, assignments, and exams in advance of their delivery.

**Note on mental health and wellbeing:** Being a university student and managing life’s many demands is challenging, and these are especially difficult and stressful times. Students are encouraged to seek assistance and utilize resources through the University Health Services to support their mental health and wellbeing. See: http://counseling.uoregon.edu

**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 and constructive suggestions for making class more inclusive. Related resources at UO include: https://inclusion.uoregon.edu/center-multicultural-academic-excellence-cmae https://www.uoregon.edu/uo-dreamers

**A final note on kindness:** We truly are all in this together. Many of us are using remote teaching and learning technologies for the first time. This is not an ideal university environment. And yet, we are fortunate to share this space of mutual inquiry and shared learning together. I know you will benefit from what you learn in this course over the course of your lives and careers. Stick with it. When in doubt: Stay calm. Breathe. Refresh your browser. Log in using your uoregon address. Step away from your screen. Take a break. Take a walk. Send a message to your Prof or GEs in Canvas. Reach out for the support you need. Consider taking the class P/NP. Talk to an academic advisor. Give constructive feedback to your instructors and peers. Let’s find ways to help one another and, always, be kind.

**Summary of helpful resources:**
https://service.uoregon.edu
https://community.canvaslms.com/t5/Student-Guide/tkb-p/student
https://counseling.uoregon.edu
https://aec.uoregon.edu
https://advising.uoregon.edu