Global Health & Development
GLBL 340 – Winter 2022
SYLLABUS * DRAFT * Subject to modification

Professor: Kristin E. Yarris, PhD, MPH, MA        Email: keyarris@uoregon.edu
Class Meeting Times & Location: Tues. & Thurs. 2-3:20pm   LLC South
Professor Office Hours: Tuesdays 4-5:00 & Wednesdays 3:30-4:30 in Teams
GEs:  Veronica Garcia vbg@uoregon.edu  Office hours: MW 12:30-1:30pm in Teams
       Anastasia Grigoreva agrigore@uoregon.edu  Office hours: W Th 4-5pm in Teams

Course Description:
The study of global public health is a priority for the social, biological, and medical sciences and is a touchstone for undergraduate liberal arts education. 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; planetary and One-Health perspectives; ethical issues and partnerships in global health; and COVID vaccine inequities and the challenges of the ongoing global COVID-19 pandemic. The course encourages students’ critical engagement with a set of readings drawn largely from the social sciences of health and will also draw on histories of medicine and public health to situate contemporary global health challenges in historical perspective. 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 and role in global health.
2) Understand the concept of Global Burden of Disease and gain fluency understanding and interpreting population-level health statistics
3) Recognize the importance of primary health care to global health and acknowledge the diversity of health systems globally, their strengths and weaknesses relative to population health
4) Appreciate the role of social determinants of health as fundamental causes of illness and disease
5) Understand the association between race, racism, and health disparities
6) Think critically about the legacies of colonialism for global health and the roles of values and politics in shaping global health interventions
7) Develop ethical discernment around best practices in sustainable and culturally-relevant global health intervention and partnership
8) Understand the principles of public health and their relevance for understanding and addressing global health challenges
9) Follow current global health news and become aware of the many issues facing global health researchers and practitioners
10) Deepen understanding of the political and economic factors driving ongoing disparities in global health, including during the COVID-19 global pandemic.
Required Readings:
*Students will need to access one required book for this course, which is available in hard copy for purchase at the UO bookstore and is available for electronic access through UO Libraries.*


**Additional Readings:** Will be posted on Canvas and/or available through UO Libraries.

Global Health Now: All students will be asked to subscribe to this free global health news service (GHN news will be the basis of many of our weekly Canvas discussions). Subscribe at: [https://www.globalhealthnow.org](https://www.globalhealthnow.org)

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 Professor, and post on their global health news topics. Students are responsible for being in class and in discussion sections and reviewing Canvas announcements regularly for updates about course content, examinations, and assignments.

Pandemic Addendum: Given ongoing pandemic conditions as we start winter term, we may use Zoom for remote (synchronous) class meetings when conditions warrant, and we will offer all classes via Zoom for students who cannot safely be in person (for COVID or any other reason). Unfortunately, given the number of students in isolation, quarantine, and experiencing travel cancellations at the end of winter break, week one classes for GLBL 340 will be fully remote. We hope to resume in person classes week two; once we are in person in our assigned classroom, class lectures will still be available to stream remotely via Zoom for all students unable to be in class (because of COVID or for any other reason). Given the wide spread of COVID at this time, and the large number of cases in our community, students do not need to notify the professor if they are going to miss class, but students should stay in isolation or quarantine if they are aware of COVID illness or exposure and students also should report COVID cases to UO Corona Corps. UO Corona Corps also may have supports available for students facing COVID-related challenges. Students are also encouraged to take advantage of the free COVID testing available for the UO community and to secure at least one negative test after possible exposure or illness before resuming in-person activities. Regular testing (e.g. 1-2 x/week) is encouraged to help prevent the spread of COVID. In sum, we are living through a global pandemic that continues to make our living, learning, and working conditions less than ideal. We will do the best we can under these conditions, and we will have grace, patience, and kindness for one another as we cope with COVID’s ongoing interruptions on our lives.

[https://coronavirus.uoregon.edu/corona-corps](https://coronavirus.uoregon.edu/corona-corps)
[https://coronavirus.uoregon.edu/map-testing](https://coronavirus.uoregon.edu/map-testing)
Assignments, Activities, and Grading:

Students will be evaluated on the basis of: participation in discussion sections, in-class pop-up quizzes, Canvas discussions, class activities, as well as a midterm and a final exam.

Discussion sections: Sections are an extension of this class, offering students an opportunity to engage critically with the readings and course materials. In non-pandemic times, attendance in sections is mandatory; during the pandemic, in lieu of taking attendance, GEs will ask each student in each section to sign up to take notes and share those notes via a Teams page. For this note-taking activity, each student will receive 10 points toward their final course grade. Make sure to sign up to take notes for one section period and to notify your GE if you are unable to be in section for the day you signed up, so that you can make alternate arrangements to complete this assignment. All students can and should use the shared notes to review materials from discussion sections they miss and to help study for the midterm and final exam.

Pop-up quizzes: To encourage engagement in class lectures and discussions, the professor will use the Canvas chat function and/or the Zoom polling function for pop-up quizzes covering class material. Engagement with these quizzes, that is, answering the question posed in real time, will be worth 1 point per week, which will be awarded for responding to the question (regardless of whether the answer is right or wrong); totaling 10 points or 10% of the final course grade. Because all classes will be streamed via zoom, students do not need to be present in person to receive these points; however, they do need to be present in real time (either in the classroom or streaming zoom in real time) to receive these points—make ups will not be given.

Canvas Discussions, 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: 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 10 points or 10% of the final course grade. The content of GHN may also be included in the course examinations.

Global Vaccine Equity Project: During week 9, students will work with their discussion section groups to produce some product (e.g. a Twitter post, Instagram feed, Infographic, You Tube or Tik Tok video) related to global vaccine inequalities during COVID-19. Additional details and further guidance will be provided in class. All students will receive 10 points for this assignment.

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. 1st 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 Professor 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 during the final exam period (12:30-2:30pm Wednesday, 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 Professor 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. The final is worth 35 possible points or 35% of students’ final course grade.

**Grading summary:**
Discussion section – note-taking: 10%
Pop-up quizzes: 10%
Canvas Discussions: 10%
Vaccine Equity Project: 10%
Midterm Exam: 25%
Final Exam: 35%

**Standard Grading Rubric**

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<tr>
<th>Grade</th>
<th>Percentage</th>
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<tr>
<td>A</td>
<td>94-100</td>
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<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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<tr>
<td>B-</td>
<td>80-83</td>
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<td>C+</td>
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**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.

**Email and professional expectations:** The GE and Professor will do their best to respond to student emails within 24 hours of receipt, from 9am to 5pm weekdays. You may email us directly, and/or message us through the Mail function in Canvas (the latter method is preferable to help keep track of class correspondence). Do not expect responses to emails after 6pm, over
the weekends, or on university holidays. Your professor and GEs similarly encourage you to develop healthy boundaries around the use of email and social media (e.g. turn it off over nights and weekends!). If you have an emergency, you may seek assistance from the Dean of Students Office at https://dos.uoregon.edu.

**What to do if you miss class:** The professor and GEs will do their best to respond to students having to miss class; however, given that absence due to illness and other COVID-related concerns will be prevalent this term, please do not expect a response should you email about missing class or section. The best things to do if you have to miss class for any reason are: *have a class “buddy” and share notes; *review the discussion section notes on Teams; *meet with a GE in office hours; *review recorded lectures and lecture slides, which will be available on Canvas; *meet with your professor in office hours.

**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 Accessible Education Center at: https://aec.uoregon.edu to register your need for an accommodation. Then, make sure to clearly communicate to your Professor and GEs about the ways we can support your success in this class, including any specific accommodations you are requesting. Please make requests for accommodations in advance of the assignment or exam so we have time to meet your needs.

**A note on health and wellbeing:** The pandemic sucks. These are not easy times. Global Health is a field of study and practice that is challenging on multiple levels. Reach out and seek support from the various resources available to you as a UO student. Remember that the habits you develop now for managing stress and anxiety and supporting your health and wellbeing will lay the foundation for the rest of your life. Some resources you might utilize include: https://health.uoregon.edu/ducknest and 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/center-multicultural-academic-excellence-cmae https://www.uoregon.edu/uo-dreamers
Tentative Weekly Schedule

Week One (Jan. 4th & 6th)
Topics: Introduction to the course; Health in a Global Context; the World Health Organization; The Alma Ata Declaration; GH and Sustainable Development Goals
Readings:
(4) Review the SDGs at: https://sdgs.un.org/goals

Week Two (Jan. 11th & 13th)
Topics: Health Inequalities in Focus I: 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 (Jan 18th & 20th)
Topics: Health Inequalities in Focus II: Racial disparities in health; the “weathering hypothesis”; stress and allostatic load; life course perspective; race, gender, and health disadvantage.
Readings/Materials:
   B) https://www.npr.org/series/543928389/lost-mothers
   C) https://www.npr.org/sections/health-shots/2019/05/10/722143121/why-racial-gaps-in-maternal-mortality-persist
Film: “When the Bough Breaks” (Unnatural Causes, California Newsreel; 29 mins)
**Week Four (Jan. 25th & 27th)**

**Topics:** Health Inequalities in Focus III: Colonial Medicine, Post-Colonial Legacies, Decolonizing Global Health

**Readings/Materials:**


**Week Five (Feb. 1st & 3rd)**

**MIDTERM DURING CLASS PERIOD Tuesday, Feb. 1st 2-3:30pm**

For **Thursday:** Topics: Ethics and Partnerships in Global Health

3. Online course at: [http://ethicsandglobalhealth.org](http://ethicsandglobalhealth.org) **All students must complete online course, then print and upload their completion certificate onto Canvas**

**Week Six (Feb. 8th & 10th)**

**Topics:** One Health, Geo Health, and Planetary Health Approaches; Humans and the Anthropocene; Climate Change, Mitigation, and Global Health; international responses; case study: water and sanitation.

**Readings:**

4. Review Planetary Health Alliance Website, at: [https://www.planetaryhealthalliance.org/planetary-health](https://www.planetaryhealthalliance.org/planetary-health)
Case Study 06 “Typhoid and Torrents: The Link Between Downstream Health and Upstream Actions,” at: https://www.planetaryhealthalliance.org/case-study-typhoid-and-torrents

Week Seven (Feb. 15th & 17th)
Topics: Measurement in Global Health; Quantitative and qualitative measures; composite measures, epidemiology and ethnography; approximating population health and wellbeing; challenges of cross-national and cross-cultural research on health and wellbeing.
Readings:
(5) Additional tools at: https://www.gapminder.org/tools/#$chart-type=bubbles&url=v1 and https://www.healthdata.org (the Institute for Health Metrics and Evaluation)

Week Eight (Feb. 22nd & 24th)
Readings:
Film: Brazil: Winning Against AIDS (Bulldog Films; 27 mins)

Week Nine (March 1st & 3rd)
Topics: Health Inequalities in Focus V: the COVID-19 pandemic, disparities, inequities, and ongoing challenges to equitable global vaccine distribution and access; role of international and civil society actors, advocacy from the Global South
Readings:
(1) Review: https://peoplesvaccine.org
(2) Review: https://www.citizen.org/topic/globalization-trade/
(3) Review: Global Trade Watch’s pandemic resolution at:
https://twitter.com/PCGTW/status/1477648629301137416?ref_src=twsrc%5Egoogle%7Ctwcamp%5Eserp%7Ctwgr%5Etweet
(4) Listen: Dr. Peter Hotez of Texas Children’s Hospital on efforts to produce an open-access
vaccine for the Global South:
https://www.democracynow.org/2022/1/3/patent_free_vaccine_in_texas
(5) Additional readings and resources TBD

**Week Ten (March 8th & 10th)**

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

**Readings/Materials:**

1. Farmer et al. Chp. 6. Building an effective rural health delivery model in Haiti and
   podcast available at: https://www.newyorker.com/magazine/2017/12/18/ophelia-dahls-
   national-health-service

**FINAL EXAM PERIOD:** Wednesday, March 16th 12:30-2:30pm