GLOBAL HEALTH PERSPECTIVES
Vulnerability, Human Health & Well-Being Fall 2017
10:832:240

Professor: Mark Gregory Robson
Board of Governors Distinguished Service Professor
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TA/Grader: Ashish Murthy
Email: ashishmurthy@yahoo.com

Class times and locations: Mondays and Wednesdays 4.30 PM to 5.50 PM
Academic Building Room AB4400

Office hours: There will be office hours from 5.50 PM to 6.30 PM after each class and there will also be office hours by appointment, please send an email and we will find a time that works for both of us.

Course summary:

This course examines how human health and well-being are shaped by biology, behavior, society, and the environment in the context of low- and middle-income countries. It situates health and well-being within the global contexts of poverty and inequality; human rights; socio-economic development; urbanization; and public policy, with a particular focus on women, children, the displaced, ethnic minorities, and other vulnerable populations. A biosocial perspective is used to explore key global health challenges, particularly infectious disease and maternal and child health.

Students will get an overview of the determinants of health and how health status is measured. Students will also review the burden of disease, who is most affected by different disease burdens, risk factors and key measures to address the burden of disease in cost-effective ways. The course will cover key concepts and frameworks, but be practical in orientation. The course will be global in coverage but with a focus on low-and middle-income countries, the health of the poor, equity, and inequality. Particular attention will be paid throughout the course to the linkages between health and development. There are no prerequisites for this course. However, it is very fast paced and covers an exceptional amount of information in a small period of time.
COURSE LEARNING OBJECTIVES

By the end of the course, students should be able to:

- Articulate key public health concepts, including: the demographic and epidemiological transitions, the burden of disease, the impact of key health conditions on individuals and on communities, and critical issues in the organization and delivery of health services;
- Analyze the key issues in global health from the perspective of a number of disciplines;
- Outline the determinants of health and risk factors for conditions of importance to global health;
- Discuss with confidence the burden of disease in various regions of the world, how it varies both within and across countries, and how the disease burden can be addressed in cost-effective ways;
- Assess key issues in equity and inequality, as they relate to the health of low-income people in low- and middle-income countries;
- Use key analytical tools and concepts to determine how critical health issues might be addressed in cost-effective, efficient, and sustainable ways;
- Outline the key actors and organizations in global health and the manner in which they cooperate to address critical global health issues;
- Review key challenges that are likely to arise in the next decade in addressing the health of the poor in low- and middle-income countries.

THIS SYLLABUS

This course looks at global health issues in real time. What this means is that the course content may shift if there is a pressing global health event that occurs during the semester. A good example of this occurred in fall 2014, when the syllabus was revised to include in-depth discussion of issues relating to the outbreak of the Ebola virus in West Africa. In such a case and should such prove the case this year, the readings and ordering of the syllabus may shift as may the tenor of classroom discussions, but there will be no substantive changes to my expectations with respect to your participation or performance in the course nor in the number of assignments, tests, or special projects.

REQUIRED TEXT

Skolnik, R. (2016). *Global Health 101* (3rd Ed.) Burlington MA: Jones & Bartlett Learning. This is a brand new edition. You do NOT want to use the first edition of Skolnik, *Essentials of Global Health* or *Global Health 101*(2nd Ed). Both are completely out of date and lack case studies that you are expected to read.

COURSE GRADING AND EVALUATION CRITERIA

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tr>
<td>Participation (includes attendance)</td>
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<tr>
<td>Short assignments</td>
<td>20%</td>
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<tr>
<td>First Hourly Exam</td>
<td>20%</td>
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<td>Second Hourly Exam</td>
<td>20%</td>
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<tr>
<td>Global Health Group Paper</td>
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Grade/Numerical Equivalents

Grades represent the level of quality of the student's performance measured against standards of knowledge, skill, and understanding as evaluated by the instructor. Grades are reported to the university registrar at the end of the semester by the following symbols:

- A 90 - 100 Outstanding
- B+ 85-89 Excellent
- B 80-84 Good
- C+ 75-79 Satisfactory
- C 70-74 Satisfactory
- D 60 - 69 Poor
- F Below 60 Failing
Grading Criteria for Class Participation and Assignments

This course is designed to encourage lively discussion about numerous aspects of global health. Your attendance and participation are an essential part of your engagement in the learning process and all students should demonstrate a grasp of the readings and an ability to apply them in class and on-line discussions. A portion of each week’s activities will be devoted to discussion of the readings and reference countries, so it is important to come to class prepared to discuss them. We will begin the course with the assumption that, as an active participant, you will receive an ‘A’ for this portion of your grade. Failure to contribute to our weekly discussions in written or oral form will result in a downward adjustment of this initial mark. Students who are unprepared to discuss the readings or weekly assignments in a particular week should let me know via email in advance of class so that they will not be called upon.

Country Assignment

There are 70 students in our class. So we will divide into seven groups of ten. The groups will pick a country, your choice, and investigate some of the major health issues in that country with a quick discussion of overall health status, vital stats, birth rate, death rate, age distribution, HIV rates, etc., nutritional status and major health initiatives underway. For some countries that may be HIV management, for others diarrheal disease and clean water quality initiatives, for others malnutrition or over nutrition (obesity).

On the last classes your group will turn in a group paper and presentation (PowerPoint on the topic). You will make a short, 10 minute group presentation. We will discuss more as we go through the course and there will be a week in October where you will have two class periods to meet and work in groups to make certain you are getting the assignment together.

COURSE POLICIES AND EXPECTATIONS

Attendance

Students are expected to attend all class sessions. Please make every effort to arrive on time as class will begin promptly. Arriving late to class is strongly discouraged. Repeat offenders will, at the discretion of the instructor, be marked as ‘absent’. Unexcused absences will result in a reduction of your grade for class participation. Observance of religious holidays listed in the University calendar is recognized as an excused absence, but please let me know in advance if you will miss class for this reason. Do not simply skip class without letting either Dr. Robson know in advance, or you will be marked absent.

- **Excused absences** include those unavoidable absences due to observance of religious holidays listed in the University Calendar, illness, family emergencies, or academic opportunities, cleared in advance with the instructor, that conflict with class attendance. Please report absences, preferably in advance, through the university’s self-reporting absence system, accessed at https://sims.rutgers.edu/ssra/. Please note: Reporting your absence in advance does not “excuse” you, unless you have received permission from the instructor.
- **Longer periods of absence.** If you anticipate missing more than one week of classes for serious illness, confidential, or sensitive personal reasons, you should also consult with a New Brunswick Dean of Students who will help to verify your extended absences from classes.
- **Absences due to illnesses.** If your absence is due to illness, visit University Health Services for information about campus health services, including information about: How to make an appointment, self-care advice for colds/flu, mental health and counseling options, and how to access the "After Hours Nurse Line" for medical advice. In order for an absence due to illness to count as an excused absence, you will need to furnish the instructor with a note from the medical center or a health provider.

Academic Integrity Policy

This course adheres to the university’s Academic Integrity Policy and infractions are taken seriously. All students are required to review this policy, which has been posted to the Sakai site under ‘Resources/Administration’.
Disability Accommodation

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: https://ods.rutgers.edu/students/documentation-guidelines.

If the documentation supports your request for reasonable accommodation, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with me and discuss the accommodations you need as early in the course as possible. To begin this process, please complete the Registration form on the ODS web site at: https://ods.rutgers.edu/students/registration-form.
GLOBAL HEALTH PERSPECTIVES Fall 2017 PART 1

Topics, Readings and Assignments:

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<tr>
<th>DAILY ASSIGNMENT – MONDAY THROUGH FRIDAY – ONE-MINUTE WORLD NEWS</th>
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**BBC World News Summary**
- Go to: [http://www.bbc.co.uk/programmes/p0468lnw](http://www.bbc.co.uk/programmes/p0468lnw). Click on “On Air” or “Last On” on the right-hand side of the screen. The page will reload and the latest news summary will appear on the left-hand side of the screen. By clicking anywhere in the picture (partial red circle and BBC graphic) the player for the summary will launch. You need only listen to the summary. When it is LIVE, (on the hour and half-hour) the summary is five minutes long.

- Think about the potential health impact of particular news items. We will begin each day with a discussion of “In the News”. Obviously we will focus on any global health stories that have occurred but often other world events will have health impacts to which we should pay attention.

**Wednesday - September 6**

**TOPICS:**
- Our starting point: How little we know about the world.
- Getting started
  - Course format and syllabus
  - What can you expect from this class?
  - What are my expectations as your instructor?
  - Student countries

**Monday - September 11**

**TOPICS: Thinking "globally" about global health**

**READINGS DUE FOR CLASS:**
- Skolnik, Chapter 1: *The principles and goals of global health*, pgs. 3-17

**ASSIGNMENT:**
- Please review the [Rutgers Academic Integrity Policy](http://www.libraries.rutgers.edu/rul/lib_instruct/riot/) posted under ‘Resources/Course Administration’ on the Sakai site.
- Complete the on-line tutorial, Rutgers Beginners’ Guide to Research, found at [http://www.libraries.rutgers.edu/rul/lib_instruct/riot/](http://www.libraries.rutgers.edu/rul/lib_instruct/riot/). Take a Screen Shot of your certificate and hand it in next class.

**Wednesday - September 13**
TOPICS: Building a model to study human health and vulnerability
- Group work: “Explaining Zika”
- Ecological understanding of human health and vulnerability

READINGS DUE FOR CLASS:
- Skolnik, Chapter 2 Health determinants, measurements, and trends. (pgs. 19- 54)
- Joint Statement of the UN Platform on Social Determinants of Health (Sakai)
- World Conference on Social Determinants of Health (2011). Rio Political Declaration on the Social Determinants of Health (Sakai)

VIDEO TO WATCH BEFORE CLASS:
- Social Determinants of Health in South Africa: https://youtu.be/Ypi5fAd6Ho8

Monday - September 18

TOPIC: Measuring global health: Building the vocabulary I
- Understanding rates and ratios
- Measurements and trends
- Composite indicators: HALE, DALY
- The global burden of disease

READINGS DUE FOR CLASS:
- Review Skolnik, Chapter 2
- World Health Organization (2015). World health statistics. PART II: Global health Indicators. Geneva: Author. [pdf on Sakai or via web http://www.who.int/gho/publications/world_health_statistics/2015/en/] Each year, the World Health Organization issues a compendium of indicators that it uses to measure health and well-being. The compendium defines the indicator and explains how the indicator is actually measured. Any time (and particularly anytime in this course) that you intend to use a measure; you should understand what it is and how it is derived. The WHO Indicator Compendium is extremely useful for this purpose. You do not have to read this document in detail but be sure to read and learn the indicator definitions for the following: 1) adult mortality rate, 2) life expectancy at birth, 3) literacy rate among adults 4) maternal mortality ratio, 5) per capita government expenditure on health, 6) total fertility rate, 7) under-five mortality rate, and 8) general government expenditure on health as a % of total expenditures on health.

RESOURCES:
- Murray, et al. (2015). Global regional, and national disability-adjusted life years (DALYs) for 306 diseases and injuries and healthy life expectancy (HALE) for 188 countries, 1990-2013: Quantifying the epidemiological transition. Lancet, published on line August 27, 2015. http://dx.doi.org/10.1016/S0140-6736(15)61340-X Review this; it is not necessary to read this article in its entirety, but please pay attention to the charts.
### Wednesday - September 20

**TOPICS:**
- DALYs and HALEs revisited
- Country-level data and the burden of disease
- Poverty and inequality
- The Gini Coefficient

**READINGS DUE FOR CLASS:**

### Monday - September 25

**TOPICS:** Measuring global health: Building the vocabulary III
- Human capabilities
- The Human Development Index
- The Millennium Development Goals
- The Sustainable Development Goals

**READINGS DUE FOR CLASS:**
- Go to the UN Website for the Sustainable Development Goals. [https://sustainabledevelopment.un.org/sdgs](https://sustainabledevelopment.un.org/sdgs) On the blue directory across the top of the web page, click on SDGs. A graphic will appear that illustrates all 17 of the Sustainable Development Goals. Double-click on each one of them to enter a web page devoted to that topic. Please review these pages. Understanding the intent and focus of these global goals is a key part of global health and will guide global health work for the next 14 years.

**RESOURCES:**
• Sustainable development goals: changing the world in 17 steps – interactive. The Guardian. [Play with interactive to see how MDGs and SDGs relate.]


• Enter your country’s name under the dropdown for “Country Progress Snapshot”. Click on “View” to the right of the entry. 1) Prepare a table that shows each MDG with its sub-goals and indicate “Has met goal” “Improvements made but short of goal” or “no improvement made”. 2.) Write a sentence indicating where you think your country has made the greatest gains. 3.) Print out a copy of your country’s “Progress Snapshot” (or save it to your computer or IPAD so that it can be easily accessed) and bring it with you to class. Please provide references, in APA style, at the end of your written work.

**Wednesday - September 27**

**TOPICS:**
Health and human rights

**READINGS DUE FOR CLASS:**
- Skolnik Chap. 4, *Ethical and human rights concerns in global health*, pgs. 79-94

**ASSIGNMENT:**
- Using ‘Google’ or your regular news sources, read over some of the latest news about the migrant crises in Europe. Write two paragraphs discussing these crises, or some particular aspect of them from the vantage point of human rights or ethics. Which if any, of the migrants rights are in jeopardy?
- How might human rights considerations shape what ‘ought’ to be the approach of the receiving nations to the influx of migrants? To what extent do you think the migrants have a ‘right to health’ in the countries in which they are seeking asylum? [Do not include a discussion of any perceived or reported human rights violations in countries from which the migrants are fleeing.] Please provide references, in APA style, at the end of your written work.

**Monday - October 3 First Hourly Exam**

This is a closed book, no-internet test of materials that have been covered during the course of the semester through September 27.
RECOMMENDED WEB RESOURCES

Demographic and Health Surveys  www.measuredhs.com
Disease Control Priorities Project, 2nd Edition  www.dcp2.org
Gapminder – resource for global health statistics and presentations  http://www.gapminder.org
Global Health Council  www.globalhealth.org
The Kaiser Family Foundation  http://www.kaiseredu.org/
The Lancet  www.thelancet.com
The Population Reference Bureau  www.prb.org
for country-level data check  http://www.prb.org/DataFinder.aspx
The World Bank  www.worldbank.org
The World Health Organization  www.who.int
UNAIDS  www.unaids.org
UNICEF  www.unicef.org
United Nations Development Program  www.undp.org
USAID  www.usaid.gov
US Centers for Disease Control and Prevention  www.cdc.gov
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<tr>
<td><strong>TOPIC:</strong> The role of sanitation in human health</td>
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**READINGS DUE FOR CLASS:**

- WHO Data map on proportion of population using improved sanitation facilities (%), 2015

**VIDEOS TO WATCH BEFORE CLASS:**

- International Federation of Red Cross and Red Crescent Societies. *Water and sanitation: Getting the balance right*. [https://www.youtube.com/watch?v=dwASCtGiF3w](https://www.youtube.com/watch?v=dwASCtGiF3w)
- Matt Damon – No Toilet Day (2013). [https://www.youtube.com/watch?v=6xgvfbz0Af8](https://www.youtube.com/watch?v=6xgvfbz0Af8)
Monday, October 10

TOPICS:
- Poverty and inequality
- Inequity and inequality in human health
- Social determinants of health
- Human Capabilities and Measuring Well-being
- The Gini Coefficient

READINGS DUE FOR CLASS:
- Deaton, A. (2003). Health, inequality, and economic development. Journal of Economic Literature, XLI, 113-158 [Sakai – read this for the big messages; don’t sweat the details.]
- Giridharadas, A. (2015). *The thriving world, the wilting world, and you*. [The Aspen Institute, which engages top leaders in business, academia, government, and philanthropy in various fora around topics of global importance, has in recent years emphasized the role of these ‘elite’ members of society to engage philanthropically in addressing the many problems around the world. One of their own, Anand Giridharadas, challenged this very premise in major speech at The Aspen Institute in July 2015. It makes for interesting reading as we think about what we should DO about inequality. The speech has been reprinted widely, a copy of which is posted on Sakai.]

VIDEOS TO WATCH:
  https://www.youtube.com/watch?v=cZ7LzE3u7Bw

Wednesday – October 11

TOPICS: An introduction to health systems

READINGS DUE for CLASS:
- Skolnik, Chapters 5, pgs. 97-141
- VIDEO: Rwandan President Paul Kagame talks to NOW’s David Brancaccio http://www.pbs.org/now/shows/537/kagame-health-care.html
Monday - October 16

**TOPICS:**
- Food insecurity and global health

**READINGS DUE FOR CLASS:**
- Skolnik, Chapter 8, pp. 193-226

**VIEW FOR CLASS:**
- The Chicago Council on Global Affairs. *The Last Hunger Season.* [There are five short parts to this. Please watch them all.]
  - Part 1 - Expanding Possibilities (5:55) [https://www.youtube.com/watch?v=0G8Yk0cat8o](https://www.youtube.com/watch?v=0G8Yk0cat8o)
  - Part 2 – A Day in the Life of Africa’s Family Farmers (7:08)
  - Part 3 – Amua: Leonida Decides (1:56) [https://www.youtube.com/watch?v=ftgzSxndx14](https://www.youtube.com/watch?v=ftgzSxndx14) [https://www.youtube.com/watch?v=pm15Q22Sdlw](https://www.youtube.com/watch?v=pm15Q22Sdlw)
  - Part 4 - One Acre Fund’s Disruptive Thinking (4:07) [https://www.youtube.com/watch?v=MEczQWN2a7U](https://www.youtube.com/watch?v=MEczQWN2a7U)
  - Part 5 – Gideon (4:08) [https://www.youtube.com/watch?v=c1XPF-NVnEg](https://www.youtube.com/watch?v=c1XPF-NVnEg)

**ASSIGNMENT:** Go to the WHO Nutrition Landscape Information System (NLiS) at [http://apps.who.int/nutrition/landscape/report.aspx](http://apps.who.int/nutrition/landscape/report.aspx). It should open to ‘Afghanistan’. Choose your country from the drop-down menu. Read through the indicators and answer the following questions:

1. What is the % of low birthweight babies born in your country (%, year)
2. What % of the people in your country use improved drinking water sources(% year)
3. What % of your country’s population lives on less than $1 per day (% Year)
4. How does your country score on the Global Hunger Index (Yr., Value)

Write a short paragraph discussing WHY you think your country has this “Nutrition Profile”. Try to think about this question and organize your thoughts using a social-ecological framework. Please provide citations and references in APA style at the end of your assignment.
Wednesday - October 18

TOPICS: Culture and health

READINGS DUE FOR CLASS:

- Sklomnik, Chapter 6, pgs. 145-167

ASSIGNMENT:
Do some research on cultural norms in your reference country. Identify one cultural practice in particular that you think does a good job of explaining a particular disease/condition statistic in your country (e.g. “70% of adult males in China smoke Each year, 2.2 million men and women in China die of cancer, according to the World Health Organization (WHO), with lung cancer being the leading cause among cancer deaths.”) Write a brief paragraph (more detailed than the example) describing the cultural norm and the disease statistic. Please include a reference list (in APA style) so that it is clear from where you got your material. Use data sites that are used in this course. One good site for world cultures by country is http://www.everyculture.com/; alternatively you might google “your country” and “culture”. Please provide references, in APA style, at the end of your written work.

On October 23 and October 25 Dr. Robson will be in Italy at the Collegium Ramazzini Meetings. There will not be a formal lecture those two days. You will, however, be able to meet in your groups to discuss the country assignments.
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<tr>
<td><strong>TOPICS: Communicable disease I</strong></td>
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<tr>
<td>• Introduction to communicable disease</td>
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<td>• Diarrheal infections/respiratory lung infections</td>
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<td>• The burden of communicable diseases</td>
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**READINGS:**
- Skolnik, Chapter 12, 311-360
- VIDEO: Seth Berkeley: HIV and flu – The vaccine strategy. [20:58 minutes] [https://www.ted.com/talks/seth_berkley_hiv_and_flu_the_vaccine_strategy](https://www.ted.com/talks/seth_berkley_hiv_and_flu_the_vaccine_strategy)

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<tr>
<td><strong>TOPICS: Communicable disease II</strong></td>
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<td>• Malaria</td>
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**READINGS/ACTIVITIES:**
- WHO, *Key facts about malaria*. [https://www.youtube.com/watch?v=h8TdV3q4C1k](https://www.youtube.com/watch?v=h8TdV3q4C1k)
- Malaria eradication: Breaking the fever. (October 10, 2015). *The Economist* [print edition]
- VIDEO: TED TALK by Seth Berkley: *The troubling reason why vaccines are made too late ... if they're made at all* [https://www.ted.com/talks/seth_berkley_the_troubling_reason_why_vaccines_are_made_too_late_if_they_re_made_at_all](https://www.ted.com/talks/seth_berkley_the_troubling_reason_why_vaccines_are_made_too_late_if_they_re_made_at_all) [7:17 minutes]
TOPICS: Communicable disease III
• HIV/AIDS

READINGS:
• UNAIDS, *How AIDS Changed Everything* (536 pages)
  [This is an amazing resource on HIV AIDS; it’s hard to assign specific aspects of it. Prowl through it, pick out sections that particularly interest you (this requires that you check out the table of contents on the 7th and 8th page of the document) and read them. BUT be sure that you have read these sections at a minimum:
  - Introduction (pgs. 20-29)
  - The Millennium Development Goals (pgs. 48-63)
  - Close the Gap (pgs. 426-437)
  - The next 15 years (pgs. 438 – 439)

• WHO Media Centre (July 2016). HIV/AIDS. Fact sheet n. 360. 1-6

ASSIGNMENT:
Create an HIV profile for your country:
1. Find the following data:
   • Adult 15+ years prevalence rate (2015, or most recent)
   • Adult 15+ years incidence rate (2015, or most recent)
   • Deaths due to AIDS (2015, or most recent)
   • Recommended starting point: http://aidsinfo.unaids.org/ If you are unable to find data at this site try http://apps.who.int/gho/data/node.main.618?lang=en Incidence rates can be tricky. Feel free to start with a Google search for these data but you may only cite data that has been validated by a UN agency, the CDC, or a national ministry in your country. If you simply cannot find data anywhere, mark these ‘n.d.’ as in no data.
2. Go to: http://www.unaids.org/en/regionscountries/countries. Your task now is to access the most recent UNGASS Progress Report for your country. (Select your country from this site. When it comes up, look on the right-hand side for “UNGASS Progress Reports 2015 .pdf. Open this report and using it, answer these two questions:
   • What does your country consider one of its biggest accomplishments in its current fight against AIDS?
   • What does your country consider one of its biggest areas of weakness in its current fight against AIDS?
Please provide proper citations and references for your work in APA style.
**Wednesday - November 8**

**Hourly Exam:**
This is a closed book, no Internet test which will focus primarily on material introduced since the last hourly exam.

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**Monday – November 13**

**TOPICS: Communicable disease IV**
- Tuberculosis
- Zika
- Neglected tropical diseases

**READINGS/ACTIVITIES:**
- WHO Fact Sheet on Tuberculosis (October 2016) [http://www.who.int/mediacentre/factsheets/fs104/en/]
- WHO Fact Sheet on Zika (September 2016) [http://www.who.int/mediacentre/factsheets/zika/en/]

**VIDEOS TO WATCH:**
- VIDEO: The end of guinea worm disease. [4:11 minutes] [http://www.youtube.com/watch?v=u4kQWvUv_Ns]
- VIDEO: Survival: Neglected tropical diseases in Africa [6:57 minutes] [https://www.youtube.com/watch?v=AH6WVe96AZk]

**ASSIGNMENT:**
- What is this disease? Use the vocabulary for describing an infectious disease – causative agent, mode of transmission, epidemiology, whom does it affect and why, clinical features, measures for prevention and control, in the pipeline – prevention and treatment.
- Be sure to mention both the global burden of the disease as well as the burden in your country. Provide data on mortality and morbidity, and distribution of disease burden by age, gender, or region. Who is most at risk in your country? Does your country have access to known treatments? Write a paragraph or two suggesting why your country might have this disease profile. Think about how you can explain this disease using a social ecological framework. [Feel free to provide the data portion of

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**Wednesday – November 15**
### TOPICS: Women’s health

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<tr>
<td>Welcome to the world: Why Poverty? [58 minutes]</td>
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<tr>
<td><a href="https://www.youtube.com/watch?feature=player_embedded&amp;v=KigXe6RIczw">https://www.youtube.com/watch?feature=player_embedded&amp;v=KigXe6RIczw</a></td>
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<tr>
<td>Birth is deadly for Guatemalan Women [5:58 minutes] <a href="https://www.youtube.com/watch?v=wABpYPaerhw">https://www.youtube.com/watch?v=wABpYPaerhw</a></td>
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<tr>
<td>No woman should die giving birth: Maternal mortality in Sierra Leone [17:12 minutes] <a href="https://www.youtube.com/watch?v=oHjwc4a57Vo">https://www.youtube.com/watch?v=oHjwc4a57Vo</a></td>
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### Monday – November 20

**TOPICS:**
- Child health

**READINGS:**
- UNFPA (2016). *State of the World’s Children 2016 A fair chance for every child*. Introduction and Chapter 1, pp. 3-41 [You can also read this in an interactive version on the web: [http://www.unfpa.org/sowc](http://www.unfpa.org/sowc)]

**VIDEO:**
- Hans Rosling (2010) Reducing child mortality – a moral and environmental imperative. [15:19 minutes] [https://www.gapminder.org/videos/reducing-child-mortality-a-moral-and-environmental-imperative/](https://www.gapminder.org/videos/reducing-child-mortality-a-moral-and-environmental-imperative/) (This video was made before the end of the MDGs, and is therefore a bit out of date, but Professor Rosling does a great job of explaining how child death is measured in developing countries.)

**ASSIGNMENT:**
- Go to the UNICEF website, found at [http://www.unicef.org/](http://www.unicef.org/). Double-click on “Where we Work” on the banner at the top of the webpage and you will be taken to “Information by country and programme”. Find your country in the alpha list, and then access the most recent country office profile by clicking on “Country office annual reports” on the right-hand side of the screen. Write a summary paragraph about how your country is doing with respect to improvements in child health.
- If your report doesn’t address this, please find and include information on how your country did in meeting the millennium goal target of reducing under-5 child mortality by 2/3rds. Write a follow-on paragraph discussing what may account for your country’s success or failure in making the MDG goal. (You will need data from as close to 1990 as possible and then data for 2012 or later.) Please include appropriate citations and references in APA style at the end of your assignment.

### Monday – November 27
### TOPICS: Primer on Non-communicable disease

**READINGS:**
- Skolnik, chapter 12

### Wednesday – November 29

**TOPICS: Injury conflict and violence**

**READINGS:**

### Monday – December 4

**TOPICS: Disasters, disease, and displacement**

**READINGS/ACTIVITIES:**
- ASSIGNMENT:
  - STOP DISASTERS! A *disaster simulation* game from the United Nations Office for Disaster Risk Reduction (UNISDR). [www.stopdisastersgame.org/](http://www.stopdisastersgame.org/) This interactive simulation challenges the student to take the preventive measures to protect communities against each of four natural disasters: a tsunami, a wildfire, a flood, or an earthquake. For this assignment, ask students to visit the website, select a disaster and complete the simulation. At the end of the simulation, you will be given an option to generate an online report. Please take a screen shot of the report turn this in on Dec 6

### Wednesday - December 6

Group Presentations from Groups 1, 2, 3, and 4. The presentations are 10 minutes for each group.

### Monday - December 11

Group Presentations from Groups 5, 6, and 7. The presentations are 10 minutes for each group. Final written assignment due.