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E-mail: eyu@mail.sdsu.edu (858) 405-5175 or by cell phone/appointment

Course Description

The buzz word “Global Health” has aroused the social conscience of Presidents, software engineers, rock stars and philanthropists. It is the new name for what used to be called “International Health.” Far more significant changes in the way we live have occurred during the globalization that started in the 20th century since the mass production of automobiles than had ever happened in earlier centuries since the discovery of the compass. Modern transportations and the digital revolution in turn have rapidly transformed communications worldwide.

Unprecedented social and economic changes caused by technological innovations have created opportunities for some people and brought impoverishments for others. We can no longer afford to be oblivious to the poverty and social unrest in other parts of the world because what happens elsewhere will impact the lives of everyone living in the United States. The health and well being of “other” people, especially the very poor, have significant effects on our national security, population health, global peace and individual freedom.

Epidemics can de-stabilize a country’s economic foundation and shorten the life expectancy for entire populations as we have already seen in many African countries. The 2003 SARS epidemic in Asia has led to a staggering 18 billion-dollar economic loss in the affected countries. The H1N1 flu epidemics in the winter of 2008 thru 2009 reached pandemic level. Fortunately, the epidemic soon dissipated. While most of us remain unaffected by the epidemic, elsewhere in the world natural disasters interact with poverty and diseases, bringing about political and social instability. How will the global recessions and high rates of unemployment in many countries impact on the livelihood and health of many populations around the world?

Course Goals

This course gives an overview of key principles and concepts in global health. The course content is intended to expose the student to the most critical issues and debates in international public health. Throughout the course, the student is asked to focus on the relationship between education, socioeconomic inequality, poverty reduction, national health care systems, and the challenges in global health and disease control in the low- and middle-income countries. The social, economic, political, and health care system of the United States and those of other developed countries are used only as a contrast to those that exist in the developing world.
The course is divided into roughly three sections. **Section I** introduces students to the history, principles and goals of global health. Topics to be covered in this section include a brief history of public health; an overview of international public health; basic concepts of health determinants, measurements, and trends; health, education, poverty and the economy; demographic and epidemiologic transitions; and globalization, working conditions, human development, and health. How does globalization benefit or harm the health of people living in developing countries? Does globalization enrich some countries at the price of increasing the poverty level of other countries—how? Lectures and films for this section are not found in the textbook.

**Section II** acquaints students with the relationship between human rights and human development concerns in global health, the impact of micro-credit financing in reducing poverty, the importance of primary health care and the basic elements of health systems in improving population health. Basic concepts and case studies of how developing countries are addressing these issues and how they relate to disease control may be found in two books, *Essentials of Global Health* and *Case Studies in Global Health—Millions Saved*. Key points in these books are covered in the lecture notes.

**Section III** provides a basic understanding of the burden of disease and the potential role of civil society, such as non-governmental voluntary agencies in promoting global health. Students are encouraged to search for, and report in class, some micro-credit financing and health promotion programs established by non-governmental or not-for-profit organizations that have been or can be used effectively in the developing countries to eliminate or prevent certain diseases. An issue that students are asked to think about is: How can we attain the W.H.O. goal of “Health for All” framed decades ago and reduce poverty in some of the low and middle-income countries? How has micro-credit financing helped to reduce poverty and improve population health? What specific programs have worked in which countries?

**Learning Objectives**

After completing this course, students are expected to be able to do the following:

- Discuss key health issues worldwide and the impact of globalization on health.
- Illustrate the powerful role of trans-national corporations in the globalization process
- Interpret the basic population, social, economic, environmental and health indicators commonly used in the field of global health.
- Describe what micro-credit financing is, and its benefits and limitations.
- Demonstrate the role of micro-credit financing, non-governmental agencies, community-based organizations, and private voluntary agencies in promoting global health.
- Discuss the unique health problems of women and children around the world; the importance of universal education and universal health care in reducing poverty, disease control and prevention, and improve population health.
- Report on the role of education; and economic, community, and social development in promoting health and creating solutions/interventions to achieve “Health for All.”
- Outline the conditions that generate, and provide solutions for potential control of, major global health threats (e.g., poverty and malnutrition, TB, HIV/AIDS, and malaria).
- Access the internet as a resource for information on countries around the world.
Mastery of these learning objectives is assessed through class participation, assignment (which include a visit to a selected non-profit organization’s project), quizzes and exams.

**Skills You Need to Learn As Part of This Course**

- Ability to do word processing and prepare statistical tables with proper notations at the bottom of the table as to source and definitions, using WORD or some other software.
- Use Chart Wizard in EXCEL to make simple graphs with proper identification of the sources. Short courses are offered by the university FREE of charge. To download some written instructions, go to http://www-rohan.sdsu.edu/~bats/student/workshops.html
- Students that are still taking remedial English courses are advised to wait until they have completed remedial English and demonstrated some mastery of writing skills before registering for this class.

**Lectures and Readings**

Books, lectures, films, and the World Wide Web are part of the learning materials for this course.


2. **Optional:** Yunus, Muhammad. *Banker to the Poor*. Public Affairs, 2007. Available from Amazon.com


The remaining list of publications is for your information only. You may use them as a reference if you have time.


6. Find the latest annual flagship report of WHO called World Health Report by visiting http://www.who.int/wlr/en/index.html. For example, *The World Health Report 2012 theme is “No Health Without Research.”* *The World Health Report 2011 theme was focused on “Violence and Health.”* *The World Health Report 2008 - Primary Health Care: Now More Than Ever* was devoted to one of WHO's priority areas, the reinvigoration of primary health care. Globalization is putting the social cohesion of many countries under stress, and health systems, as key constituents of the architecture of contemporary societies, are clearly not performing as well as they could and as they should. People are increasingly impatient with the inability of health services to deliver levels of national coverage that meet stated demands and changing needs, and with their
failure to provide services in ways that correspond to their expectations. Few would disagree that health systems need to respond better – and faster – to the challenges of a changing world. PHC can do that. This report is published three decades after the watershed international conference on primary health care at Alma Ata (now Almaty, in Kazakhstan).


8. **The State of the World’s Children 2011: Adolescence—An Age of Opportunity** can also be downloaded free of charge. It is published every year in February and available in English, French and Spanish.

9. **The State of the World’s Children 2010: Child’s Rights** can be downloaded free of charge. It is published every year in February and available in English, French and Spanish.


   - Many researchers from Harvard University contributed to this book. It examines economic growth and poverty in developing countries from the perspective of social justice.

**Lecture Notes**

The bulk of the lectures is in Powerpoint presentation format and posted on Blackboard. They have access expiration dates. Hence, it is important to print these lecture notes as you go along, and not wait until the week of the Exam to print them. The students are responsible for reading the slides even if they are not shown on the projector in class.

Not all the films shown in class can be borrowed elsewhere. The professor does not loan out films to students. Some of the films shown in this course are available at the Media Center of the Love Library. You can check them out for two hours and view them at a private study room in the Library. Others are available through the Instructional Technology Services (basement of Adams-Humanities). They cannot be taken home to view. They have to be viewed in the room designated by the staff. The content of the films are included in the exam.

**Student Evaluation and Grading**

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<thead>
<tr>
<th>Component</th>
<th>Points</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Quizzes</td>
<td>20</td>
<td><em>(No make up)</em></td>
</tr>
<tr>
<td>Midterm 1</td>
<td>25</td>
<td><em>(Cumulative, No make up exam)</em></td>
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<tr>
<td>Midterm 2</td>
<td>25</td>
<td><em>(Not cumulative, No make up exam given)</em></td>
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<tr>
<td>Final Exam$^{2,3}$</td>
<td>30</td>
<td><em>(Partially cumulative, No make up exam given)</em></td>
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The course grade is calculated based on accumulation of points. Films, lectures, guest speaker and all presentations shown in class are included in the exam. Exams are non-cumulative. Each exam assumes that the student has learned the core concepts or topics covered in the previous exam(s).

**What to Bring for the Exams:**

Please bring #2 pencils and the narrow Red-color scantron form called ParSCORE TEST FORM, FORM NO. F-289-PAR-L.

**Grades**

Grades will not be curved. Final course grade will be based on total points earned.  *Students who do not complete the assignments and do not show up for exams will receive an F.*

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<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>95-100</td>
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<tr>
<td>A-</td>
<td>90-94</td>
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<tr>
<td>B+</td>
<td>87-89</td>
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<tr>
<td>B</td>
<td>83-86</td>
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<tr>
<td>B-</td>
<td>80-82</td>
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<tr>
<td>C+</td>
<td>77-79</td>
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<tr>
<td>C</td>
<td>73-76</td>
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<tr>
<td>C-</td>
<td>70-72</td>
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<tr>
<td>D+</td>
<td>67-69</td>
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<tr>
<td>D</td>
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<tr>
<td>D-</td>
<td>60-62</td>
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<tr>
<td>F</td>
<td>&lt;60</td>
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**Blackboard**

Nearly all instructional materials (except the textbook and guest speaker presentation) for this course are available on Blackboard. Students who need help with the use of this software should contact the [Student Computing Center](http://www-rohan.sdsu.edu/~scc) or go to the Love Library for their Blackboard questions.

For first-time Blackboard users: Click on either Netscape or internet explorer on your PC. Type [http://blackboard.sdsu.edu](http://blackboard.sdsu.edu) and you will be asked to login. Don't log in as yet. Instead, go down to the bottom on your left side, you will see in red color Need Help Using Blackboard. If you click on that, you will be taken to [http://its.sdsu.edu/bbsupport/](http://its.sdsu.edu/bbsupport/)

**Click on Student Help.** There is a series of topics to help you use Blackboard. If you still have difficulty, please go to the bottom floor of the Love Library, Student Computing Center, and ask for help. There is a person there who should be able to help you. The sooner you get help, the better you will do in this class.
Lecture notes and lecture order/timetable may be updated during this course or may change. Any changes will be posted on Blackboard at least the night before this class meets, if not sooner. Please print them out and bring them to class for taking additional notes. Examples of exam questions are sometimes given during class lectures but not posted on Blackboard.

**Course Policies**

- **BB Info Prevails.** If there is a conflict in the schedule between the timetable and BB, the information on BB prevails. All changes in the timetable are announced in BB.
- **Missing Class.** If you miss a class, it is your responsibility to check on BB what you have missed, and to obtain notes from your classmates.
- **Religious Holidays.** Please notify the professor in writing by the end of the second week of class if you observe certain religious holidays and will be unable to attend class.
- **Testing.** Once a test begins, students are not to leave the classroom until all students have completed the test. Needs should be attended prior to the test or quiz. Students with a valid disability should discuss with the professor how they plan to take the quizzes and final exams.
- **Academic Misconduct.** Academic misconduct include, but is not limited to disrupting classes; giving or receiving unauthorized aid on quizzes, examinations, reports or other assignments; knowingly misrepresenting the source of any academic work; falsifying research results; plagiarizing another’s work; violating regulations or ethical codes for the treatment of human subjects; or otherwise acting dishonestly.
- **Safety.** Students are encouraged to consult with SDSU public safety regarding parking and other safety issues.
- **Assignments Must Be Submitted in Class.** No e-mails or fax or links accepted.
- **Check Blackboard at least Weekly.** If a class must be cancelled without prior notification, it will be posted on BB, the day of the class.
- **Nondiscrimination Policy.** SDSU does not discriminate students on the basis of sex, gender, or sexual orientation in the education programs or activities it conducts.

**Topics Covered**

- Introduction
- History of International Public Health
- The Impact of Globalization and Trans-national Corporations on Health
- Structural Adjustment Programs and the Citizens Movement
- Principles, Measurements, and Health-Development Link
- Human Development and the Millennium Development Goals
- Social Inequality and Micro-credit Financing
- Health Systems and Primary Health Care
- The Environment and Health
- Nutrition and Global Health
- Women’s Health
• Child Health
• Communicable Diseases: HIV/AIDS
• Communicable Diseases: TB
• Communicable Diseases: Malaria
• Open topics (if there is time)

**Timetable**

The timetable is subject to change without notice. Announcements are usually made in class and on Blackboard if there are changes. See separate handout. Final Exam date is scheduled by the university. No make-up exam is given.