

**RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY**  
**New Brunswick, NJ**

**GLOBAL HEALTH PERSPECTIVES**  
**Vulnerability, Human Health & Well-Being**  
**Fall 2014**

**School of Social Work:** 09:910:240

**Edward J. Bloustein School of Planning and Public Policy:** 10:832:240:01

**Professor:** **Francis Barchi**  
Assistant Professor, School of Social Work  
Email: [francis.barchi@rutgers.edu](mailto:francis.barchi@rutgers.edu)

**TA/Grader:** **Megan Loeb**  
[Megan.loeb@gmail.com](mailto:Megan.loeb@gmail.com)

**Class times and locations:** Wednesdays, 3:20pm – 6:00pm  
Livingston Campus, Tilett Hall, Rm. TIL-257

**Office hours:** There are no scheduled office hours but appointments are welcomed as schedules permit. Email either Dr. Barchi or Megan Loeb as needed.

**COURSE IN A NUTSHELL**

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.

## **School-Wide Learning Goal**

To prepare students for practice and leadership roles in the fields of social work and social welfare. This goal is operationalized using three of the ten Council on Social Work Education (CSWE) prescribed competencies. These competencies are as follows:

1. Identify as a professional social worker and conduct oneself accordingly;
2. Apply knowledge of human behavior and the social environment; and
3. Apply critical thinking to inform and communicate professional judgment.

## **REQUIRED TEXTS**

Levine, R. (2007). *Case studies in global health: Millions saved*. Burlington MA: Jones and Bartlett Learning

Skolnik, R. (2012). *Global Health 101* (2<sup>nd</sup> Ed.) Burlington MA: Jones & Bartlett Learning. (Note: You do NOT want to use the first edition of Skolnik, *Essentials of Global Health*. It is completely out of date and lacks case studies that you are expected to read.)

All other readings for this course will be posted on the Sakai site under **Resources: Course Readings**.

## **MAJOR DATES AND DEADLINES**

BBC Radio World News

Daily

Readings

Weekly

Reading quizzes

Consult weekly syllabus for due dates

Mid-term exam

New Brunswick: Wednesday, Oct. 8

Country Health Profile  
Final exam and last day of class:

Camden: Monday, Oct. 13  
All sections: Thursday, Nov. 6, 5pm  
Camden: Monday, Dec. 8  
New Brunswick: Wednesday, Dec 10

## **COURSE GRADING AND EVALUATION CRITERIA**

### **Grading Rubric**

Participation (includes attendance)	20%
Reading quizzes	20%
Country Health Profile	10%
Mid-term exam	20%
Final exam	30%

### **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	92 - 100	Outstanding
B+	88 - 91	Excellent
B	82 - 87	Good
C+	78 - 81	
C	70 - 77	Satisfactory
D	60 - 69	Poor
F	Below 60	Failing

### **Grading Criteria for Class Participation and Posted Assignments**

This course is designed to encourage lively discussion about a number of 'dimensions' 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. The posted assignments have been developed to engage your thinking as well as provide material for group discussion. A portion of each week's activities will be devoted to discussion of the readings and course '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 (20% of the total 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.

**Grading Criteria for All Written Materials**

While this course is not an English composition or writing course, students are expected to be able to communicate their ideas in clear and concise language. Grading of written materials, therefore, is based upon quality of presentation as well as inclusion of accurate information.

New Brunswick

## 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.

Unexcused absences may 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.

- **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 does not "excuse" you.**
- **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, Newark Dean of Students or Camden 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 New Brunswick Health Services , Newark Health Services , Camden 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.
- **Class Participation.** You are expected to come to class having read and digested all reading materials assigned for that day's discussion. You should be prepared to be an active participant in class discussions. The course is designed to provide a safe arena in which to raise all questions, and you are asked to display a tolerance of viewpoints which are at odds with your own and pursue discussion in a manner that is respectful of others.

**Use of Cell Phones/PDAs in Class.** No cell phones may be used for any reason in class.

**Use of Computers.** **DO** bring your laptops and IPADs to class and plan on using them! **DON'T**, however, plan on checking your email, surfing, tweeting, or posting while you're in class. Computers are your resource for note-taking, looking at global health sites, identifying how discussion topics impact particular countries and regions differently, and fact-checking. If it turns out that students can't stick to this policy, computer use will have to be suspended altogether, and class will be a lot less interesting for everyone.

## **Food and Beverages**

Feel free to bring beverages with you to class if it will make you a better participant. (I'll be a better teacher with a cup of coffee in my hand.) Don't bring food, unless you plan on feeding all of us.

## **Instructor's Policy on Student Recommendation and References**

I am asked every year to write recommendations and references for student applications to International Service Learning, Study Abroad, and health-related graduate programs. In principle, I am always happy to help students realize future goals, particularly those relating to global issues. However, due to the large number of students who request such references (often for multiple applications), I have had to establish some basic guidelines:

1. I write recommendations only for students that I know. Simply coming to class and doing well on exams does not mean that I am sufficiently familiar with you as an individual to write a helpful recommendation. If you have not been an active participant in class or interacted with me one-on-one during the semester, the best I can write as a reference is that you were a student in my class and you received a grade of "X". This will not be useful.
2. Medical schools and health-related graduate programs are not impressed, no matter how strong references may be, with ones that are based on an introductory-level course, which this is. Please do not ask for these.

If you would like a reference and feel that I can be helpful given the above caveats, please be in touch with me directly. Do not list me to receive an electronic request for a reference if you have not first spoken with me.

## **Academic Integrity Policy**

All work submitted in an undergraduate course must be your own.

It is unethical and a violation of the University's Academic Integrity Policy to present the ideas or words of another without clearly and fully identifying the source. Inadequate citations will be construed as an attempt to misrepresent the cited material as your own. Use the APA citation style which is described in the Publication manual of the American Psychological Association, 6<sup>th</sup> edition.

Plagiarism is the representation of the words or ideas of another as one's own in any academic exercise. To avoid plagiarism, every direct quotation must be identified by quotation marks or by appropriate indentation and must be properly cited in the text or footnote. Acknowledgement is required when material from another source is stored in print, electronic, or other medium and is paraphrased or summarized in whole or in part in one's own words. To acknowledge a paraphrase properly, one might state: "to paraphrase Plato's comment..." and conclude with a footnote identifying the exact reference. A footnote acknowledging only a directly quoted statement does not suffice to notify the reader of any preceding or succeeding paraphrased material. Information which is common knowledge, such as names of leaders of prominent nations, basic scientific laws, etc., need not be footnoted; however, all facts or information obtained in reading or research that are not common knowledge among students in the course must be acknowledged. In addition to materials specifically cited in the text, only materials that contribute to one's general understanding of the

subject may be acknowledged in the bibliography. Plagiarism can, in some cases, be a subtle issue. Any question about what constitutes plagiarism should be discussed with the faculty member.

Plagiarism as described in the University's Academic Integrity Policy is as follows:

*“Plagiarism:* Plagiarism is the use of another person's words, ideas, or results without giving that person appropriate credit. To avoid plagiarism, every direct quotation must be identified by quotation marks or appropriate indentation and both direct quotation and paraphrasing must be cited properly according to the accepted format for the particular discipline or as required by the instructor in a course. Some common examples of plagiarism are:

- Copying word for word (i.e. quoting directly) from an oral, printed, or electronic source without proper attribution.
- Paraphrasing without proper attribution, i.e., presenting in one's own words another person's written words or ideas as if they were one's own.
- Submitting a purchased or downloaded term paper or other materials to satisfy a course requirement.
- Incorporating into one's work graphs, drawings, photographs, diagrams, tables, spreadsheets, computer programs, or other non-textual material from other sources without proper attribution.”

Plagiarism along with any and all other violations of academic integrity by graduate and professional students will normally be penalized more severely than violations by undergraduate students. Since all violations of academic integrity by a graduate or professional student are potentially separable under the Academic Integrity Policy, faculty members should not adjudicate alleged academic integrity violations by graduate and professional students, but should refer such allegations to the appropriate Academic Integrity Facilitator (AIF) or to the Office of Student Conduct.

The AIF that you should contact is Antoinette Y. Farmer, 848.932.5358. The student shall be notified in writing, by email or hand delivery, of the alleged violation and of the fact that the matter has been referred to the AIF for adjudication. This notification shall be done within 10 days of identifying the alleged violation. Once the student has been notified of the allegation, the student may not drop the course or withdraw from the school until the adjudication process is complete. A TZ or incomplete grade shall be assigned until the case is resolved. For more information regarding the Rutgers Academic Integrity Policies and Procedures, see:

<http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers>.

To promote a strong culture of academic integrity, Rutgers has adopted the following honor pledge to be written and signed on examinations and major course assignments submitted for grading: *On my honor, I have neither received nor given any unauthorized assistance on this examination.*

### **Disability Accommodation**

Please Note: Any student who believes that s/he may need an accommodation in this class due to a disability should contact the University Office of Disability Services, Lucy Stone Hall, Livingston Campus 54 Joyce Kilmer Avenue, Suite A145, Piscataway, NJ 08854-8045, email address: [dsoffice@rci.rutgers](mailto:dsoffice@rci.rutgers), Phone: (848) 445-6800, fax: (732) 445-3388, for a letter of accommodation. (Undergraduate New Brunswick students should contact the Coordinator for Students with Disabilities for their College.) Any student,

who has already received a letter of accommodation, should contact the instructor privately to discuss implementation of his/her accommodations immediately. Failure to discuss implementation of accommodations with the instructor promptly may result in denial of your accommodations.

## **RECOMMENDED WEB RESOURCES**

Demographic and Health Surveys	<a href="http://www.measuredhs.com">www.measuredhs.com</a>
Disease Control Priorities Project, 2 <sup>nd</sup> Edition	<a href="http://www.dcp2.org">www.dcp2.org</a>
Gapminder – resource for global health statistics and presentations	<a href="http://www.gapminder.org">http://www.gapminder.org</a>
Global Health Council	<a href="http://www.globalhealth.org">www.globalhealth.org</a>
The Global Fund To Fight Against AIDS, TB, and Malaria	<a href="http://www.theglobalfund.org/en/">www.theglobalfund.org/en/</a>
The Kaiser Family Foundation-online health policy resource	<a href="http://www.kaiseredu.org/">http://www.kaiseredu.org/</a>
The Lancet	<a href="http://www.thelancet.com">www.thelancet.com</a>
The Population Reference Bureau	<a href="http://www.prb.org">www.prb.org</a>
The World Bank	<a href="http://www.worldbank.org">www.worldbank.org</a>
The World Health Organization	<a href="http://www.who.int">www.who.int</a>
UNAIDS	<a href="http://www.unaids.org">www.unaids.org</a>
UNICEF	<a href="http://www.unicef.org">www.unicef.org</a>
UNICEF – Statistics	<a href="http://www.childinfo.org">www.childinfo.org</a>
United Nations Development Program	<a href="http://www.undp.org">www.undp.org</a>
USAID	<a href="http://www.usaid.gov">www.usaid.gov</a>
US Centers for Disease Control and Prevention	<a href="http://www.cdc.gov">www.cdc.gov</a>

## GLOBAL HEALTH PERSPECTIVES

### Topics, Readings and Assignments:

#### DAILY ASSIGNMENT – MONDAY THROUGH FRIDAY – ONE-MINUTE WORLD NEWS

##### BBC One-Minute World News

Go to: [http://www.bbc.co.uk/news/video\\_and\\_audio/](http://www.bbc.co.uk/news/video_and_audio/) Watch at least one (1) one-minute segment of world news each weekday. Think about the potential health impact of particular news items. You may be called on in class to recap what you've heard.

#### Wednesday, September 3<sup>rd</sup>- New Brunswick

##### TOPICS:

##### Getting started

- Course format and syllabus
- Student countries
- What can you expect from this class?
- What are my expectations as your instructor?

##### Introductions

- What do we mean by global health?
- What shapes global health?
- What is a developing country?
- The role of vulnerability and inequality in human health

**DUE IN CLASS:** Student Information Sheet

#### Wednesday, September 10<sup>th</sup> - New Brunswick

##### TOPICS:

##### Measuring global health I

- Health determinants
- Measurements and Trends
- How burden of disease data shapes public policy

##### READINGS DUE BEFORE CLASS:

- Skolnik: Chapters 1 and 2, pgs. 3 – 46
- Levine: Case 1: *Eradicating Smallpox*, pgs. 1-8

##### REVIEW BEFORE CLASS:

- **World Health Organization** (2014). *World health statistics 2014 indicator compendium*. Geneva: Author. [Sakai]  
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 rate, 5) neonatal mortality rate, 6) per capita government expenditure on health, 7) total fertility rate, 8) under-five mortality rate, 9) infant mortality and 10) infant mortality rate. [Posted on Sakai under 'Resources: Assigned Readings']

**READING QUIZ #1:** Available on SAKAI site

[Note: This quiz will no longer be available to you after the due date below.]

**Due dates:**

New Brunswick: 12:00 Noon, Wednesday, September 10

**Wednesday, September 17<sup>th</sup> - New Brunswick**

**TOPICS:**

**Measuring global health II**

- Defining and measuring development
- Millennium Development Goals
- Human Capabilities Approach
- Post 2015-Agenda

**READINGS DUE BEFORE CLASS:**

- Skolnik: Chapter 3, pgs. 49-68
- High Level Panel on the Post-2015 Development Agenda, (2013). *A new global partnership: Eradicate poverty and transform economies through sustainable development*. NY: United Nations. Executive Summary only. Pages 7 – 10 [posted on Sakai under 'Resources']

**SUPPLEMENTARY RESOURCES:** (Posted on Sakai under Resources/Readings)

- UNDP (2014). Human Development Report 2014. New York: Author, 239 pp.
- United Nations (2014). The Millennium Development Goals Report, 2014, New York: Author, 58 pp.
- Website for Post-2015 Agenda: High Level Panel Report.  
<http://report.post2015hlp.org/>

**ACTIVITIES FOR IN-CLASS DISCUSSION:**

1. Take the *UN Global Survey for a Better World*, found at [www.vote.myworld2015.org](http://www.vote.myworld2015.org). (Be sure to watch the video that the site makes of your answers.) Then look at the compilation of data from the total surveys completed to date, found at [www.data.myworld2015.org](http://www.data.myworld2015.org). Look at the global tally Then under Segments and Priorities, use the drop down menu under "Countries" to find your reference country as well as the United States. (If your reference country is not listed, look for the region in which it is located.)
2. Visit the Center for Global Development, *MDG Progress Index: Gauging*

Country-Level Achievements. <http://www.cgdev.org/page/mdg-progress-index-gauging-country-level-achievements>. Click on individual goals on the left to see how the world is doing on a particular goal; click on a region to the right of the map to view how a particular region is doing; if you click on a particular country on either the world or the regional map, it will give you the name of the country and its rank on a particular goal. If you click on the name of the country, it will take you to an index of all the MDGs for a particular country. **Find the index for your reference country, and print this out. It will be a handy, and necessary, reference for you during the semester.**

**READING QUIZ #2:** Available on SAKAI site

[Note: This quiz will no longer be available to you after the due date below.]

**Due dates:**

New Brunswick: 12:00 Noon, Wednesday, September 17

**Wednesday, September 24- New Brunswick**

**TOPICS:**

**Health and human rights**

**The UN system**

**Global actors**

**Disasters and the displaced**

**READINGS DUE BEFORE CLASS:**

- Skolnik, Chap. 4, pgs. 71-86 and Chap. 14, pgs. 313-333
- Office of the United Nations High Commission for Human Rights, *Fact Sheet 30: The United Nations Human Rights Treaty System*, pp. 1-21 [Sakai]
- International Conference on Primary Health Care (1978). Declaration of Alma-Ata, USSR, 6-12 September, 1978. [Sakai]

**VISIT:**

Medicins sans Frontieres. <http://www.doctorswithoutborders.org/aboutus/activities.cfm>

IRIN: Humanitarian News and Analysis, UN Office for the Coordination of Humanitarian Affairs [service for the media], <http://www.irinnews.org/>

Relief Web, sponsored by UN Office for the Coordination of Humanitarian Affairs [public service], <http://reliefweb.int/>

UN High Commission on Refugees (UNHCR). Public Health page. <http://www.unhcr.org/pages/49c3646cdd.html>

**ACTIVITY FOR IN-CLASS DISCUSSION:** Does your reference country have any internally displaced persons, asylum seekers, refugees, or stateless persons? Go to: <http://www.unhcr.org/pages/4a02afce6.html> and check. Select your country from the dropdown box, look at the stats that appear in the data box on the right-hand side of

the web page and read the summary (which may refer to the regional situation) on the left. Use the most recent stats available. Why does your country have this profile?

- Internally displaced persons
- Asylum seekers
- Refugees
- Stateless persons

**READING QUIZ #3:** Available on SAKAI site

[Note: This quiz will no longer be available to you after the due date below.]

**Due dates:**

New Brunswick: 12:00 Noon, Wednesday, September 24

**GLOBAL HEALTH CAMPUS EVENT:**

**September 29, 2014 - Deadline for submission for Douglass Residential College Global Health Summit**

For submission instructions and link, please see Summit flyer on the Sakai Site under

**Wednesday, October 1<sup>st</sup> - New Brunswick**

**TOPICS:**

**Introduction to health systems**

**Culture and health**

**READINGS DUE BEFORE CLASS:**

- Skolnik, Chapters 5 & 6, pgs. 87-137
- WHO, (2010). *Key components of a well-functioning health system*, pp. 1-2
- Frenk, J. (2010). The global health system: Strengthening national health systems as the next step for global progress. *PLoS Medicine*, 7:1. E1000089.

**ACTIVITY FOR IN-CLASS DISCUSSION:**

What does the health system look like in your reference country? The data you will need can be found in WHO's Global Health Observatory Data Repository, one of the leading repositories of global health statistics there is. Using the links provided below, find the most recent data for each of the following indices for your reference country:

- Expenditures on health (use "browse data by country, found at <http://apps.who.int/gho/data/node.country> . Click on your country from the alphabetical listing and find expenditure data from the table that appears on the country screen,
  - Total expenditure on health as a percentage of Gross Domestic Product
  - Per capita total expenditure on health (PPP Intl \$)
  - General government expenditure on health as a % of total expenditures on health
  - Private expenditure on health as a % of total expenditures on health
  - External resources for health as a percentage of total expenditure on health
- Health workforce <http://apps.who.int/gho/data/node.main.A1444?lang=en>
  - Physicians per 1000/population
  - Nurses and Midwives per 1000/population

- Community & traditional health workers per 1000/population

**READING QUIZ #4:** Available on SAKAI site

[Note: This quiz will no longer be available to you after the due date below.]

**Due dates:**

New Brunswick: 12:00 Noon, Wednesday, October 1

**Friday, October 3<sup>rd</sup> – DEADLINE FOR POSTER SUBMISSION, RWJMS/GAIA Centers Global Health Fair 2014**

**Call for Posters and Abstract Submission:**

[http://rwjms.rutgers.edu/news\\_publications/news\\_events/documents/CallforPostersFlyer.pdf](http://rwjms.rutgers.edu/news_publications/news_events/documents/CallforPostersFlyer.pdf)

**Wednesday, October 8<sup>th</sup> – New Brunswick**

**MID-TERM EXAM.** This is a closed book exam with no access to the web. Students will be asked to leave their personal belongings, including laptops and PDAs, in their backpacks on the floor. The exam will comprise multiple-choice and short-answer questions; all answers will be recorded on a ScanTron that must be completed in #2 Pencil. You will need to enter your student ID number on the ScanTron before submitting it.

One hour of class time will be used for the exam. The remainder of the session will be used for regular discussion and lecture. Students are expected to remain for the entire class unless they have arranged in advance for an excused absence.

**Wednesday, October 15<sup>th</sup> – New Brunswick**

**TOPICS:****Infectious/communicable diseases: Part I****READINGS DUE BEFORE CLASS:**

- Skolnik: Chap. 11, pgs. 237-275.
- Henry J. Kaiser Family Foundation (August 2014). *The Global HIV/AIDS Epidemic*, pp. 1-4
- **WHO** *Fact Sheet on Tuberculosis*.  
<http://www.who.int/mediacentre/factsheets/fs104/en/>

**VIEW:**

- WHO, *Key facts about malaria*.  
<https://www.youtube.com/watch?v=h8TdV3q4C1k>
- [http://www.youtube.com/watch?v=u4kQWvUv\\_Ns](http://www.youtube.com/watch?v=u4kQWvUv_Ns)

**ACTIVITY FOR CLASS DISCUSSION:**

- What is the HIV/AIDS profile for your reference country? Go to the UNAIDS website and search for the most recent statistics for your country, <http://www.unaids.org/en/dataanalysis/knowyourresponse/countryprogressreports/2014countries/>
- What is the incidence and prevalence of malaria in your reference country? Why might this be? Go to the WHO Malaria site and search for the data on your country.  
<http://www.who.int/malaria/publications/country-profiles/en/>
- What is the mortality rate for TB and for HIV-TB combined in your reference country? What is the prevalence rate for HIV+TB combined? Go to the WHO TB site and search for the data on your country.  
<http://www.who.int/tb/country/data/profiles/en/>

**Wednesday, October 22<sup>nd</sup> – New Brunswick****TOPICS:****Infectious/communicable diseases: Part II****READINGS DUE BEFORE CLASS:**

- Levine:
  - Case 2: *Preventing HIV/AIDS & Sexually Transmitted Infections in Thailand*, pgs. 9 -16
  - Case 3: *Controlling tuberculosis in China*, pg. 17-24
  - Case 12: *Controlling Chagas Disease in Southern Cone of South America*, pgs. 89-96.

**VIEW:**

- The Carter Center. *Eradicating Guinea Worm Disease: Taming the "Fiery Serpent"* [http://www.youtube.com/watch?v=u4kQWvUv\\_Ns](http://www.youtube.com/watch?v=u4kQWvUv_Ns)

- Neglected diseases: Kala Azar <http://www.youtube.com/watch?v=LFpS-hQOMTY>

**READING QUIZ #5:** Available on SAKAI site

[Note: This quiz will no longer be available to you after the due date below.]

**Due dates:**

Camden: 8:00 AM, Monday, October 27

**Wednesday, October 29<sup>th</sup> – New Brunswick**

**TOPIC:**

**Women's health**

**READINGS:**

- Skolnik, Chap. 9, pgs. 185-206
- Levine: Case 6: *Saving Mothers' Lives in Sri Lanka*, pgs. 41-48.
- Levine: Case 13: *Reducing Fertility in Bangladesh*, pgs. 97-104.

**VEW:**

- Welcome to the world: Why Poverty?  
[https://www.youtube.com/watch?feature=player\\_embedded&v=KigXe6Rlcw](https://www.youtube.com/watch?feature=player_embedded&v=KigXe6Rlcw)
- Birth is deadly for Guatemalan Women  
<https://www.youtube.com/watch?v=wABpYPaerhw>
- No woman should die giving birth: Maternal mortality in Sierra Leone  
<https://www.youtube.com/watch?v=oHjwc4a57Vo>

**READING QUIZ #6:** Available on SAKAI site

[Note: This quiz will no longer be available to you after the due date below.]

**Due dates:**

New Brunswick: 12:00 Noon, Wednesday, October 29<sup>th</sup>

**Wednesday, November 5<sup>th</sup> – New Brunswick**

**TOPIC:**

**Nutrition and Hunger (Readings and quiz)**

No class. See Below.

**READINGS DUE BEFORE CLASS:**

- Skolnik, Chap. 8, 161-182
- Levine: Case 15: *Preventing Iodine Deficiency Disease in China*, pgs. 113-120.

**READING QUIZ #7:** Available on SAKAI site

[Note: This quiz will no longer be available to you after the due date below.]

**Due dates:**

New Brunswick: 12:00 Noon, Wednesday, November 5<sup>th</sup>

**NOTE: CLASS IN NEW BRUNSWICK WILL NOT BE HELD ON WEDNESDAY, NOVEMBER 5<sup>TH</sup>. IN LIEU OF CLASS, STUDENTS ARE TO DEVELOP A COUNTRY HEALTH PROFILE FOR TWO COUNTRIES- THEIR REFERENCE COUNTRY AND ONE ADDITIONAL COUNTRY LOCATED IN A CONTINENT DIFFERENT THAN THAT OF THEIR REFERENCE COUNTRY. THE COUNTRY HEALTH PROFILE FORM WILL BE AVAILABLE ON SAKAI AS OF OCTOBER 15.**

**COMPLETED PROFILES SHOULD BE UPLOADED ON YOUR SAKAI SITE UNDER 'ASSIGNMENTS 2' NO LATER THAN 12PM THURSDAY, NOVEMBER 6<sup>TH</sup>.**

**Wednesday, November 12<sup>th</sup> – New Brunswick**

**TOPIC:**  
**Child health**

**READINGS DUE BEFORE CLASS:**

- Skolnik: Chapter 10, pgs. 209-234
- Levine: Case 4: *Reducing child mortality through Vitamin A in Nepal*, pgs. 25-32
- Levine: Case 5: *Eliminating polio in Latin America and the Caribbean*, pgs. 33-40
- Levine: Case 8: *Preventing diarrheal deaths in Egypt*, pgs. 57-64
- UNICEF (2014) *State of the World's Children*, pp. 1-24

**VIEW:**

- For Syrian children in Lebanon: A return to learning.  
<http://www.unicef.org/sowc2014/numbers/>

**ACTIVITY FOR CLASS DISCUSSION:**

- Review Table 1: Basic Indicators in UNICEF's *State of the World's Children* pp. 34-39. Look up the following statistics or your reference country: 1) Life Expectancy at birth, 2) Under-5 mortality rate, 3). Under-5 mortality rank.

**READING QUIZ #8:** Available on SAKAI site

[Note: This quiz will no longer be available to you after the due date below.]

**Due dates:**

New Brunswick: 12:00 Noon, Wednesday, November 12

**GLOBAL HEALTH CAMPUS EVENT:**

**Zoonosis & Society: The Ebola Forum**

**WHEN: Friday, November 14, 12:00 – 5:00 pm**

**WHERE: Teleconference Lecture Hall, Alexander Library, Rutgers New Brunswick**

**SPACE IS LIMITED TO 15 STUDENTS. Sign-up on first-come first –serve basis.**

**Please sign up with Megan Loeb. Forum Poster can be viewed on Sakai site under Resources/Campus Events**

**Wednesday, November 19<sup>th</sup> – New Brunswick**

**TOPIC: Gender and Development**

**READINGS DUE BEFORE CLASS:**

**TO BE POSTED.**

**READING QUIZ #9:** Available on SAKAI site

[Note: This quiz will no longer be available to you after the due date below.]

**Due dates:**

New Brunswick: 12:00 Noon, Wednesday, November 19

**Saturday, November 22nd**

**Douglass Residential College Global Health Summit-  
Women's Health in the 21<sup>st</sup> Century and the 20<sup>th</sup> Anniversary of the International  
Conference on Population and Development**

Trayes Center, Douglass Campus, New Brunswick

Details to follow

**Wednesday, November 26<sup>th</sup> – New Brunswick**

**NO CLASS**

**Note:** Wed Nov 26 - Friday Class Schedule

**Wednesday, December 3<sup>rd</sup> – New Brunswick**

**TOPICS:**

**Setting the global agenda**

**Opportunities in global health**

**Paying for global health**

**READINGS DUE BEFORE CLASS:**

Skolnik: Chapter 15, pgs 335-363 and Chapter 17, pgs. 385-395

Levine: Introduction, pgs. xxiii – xxxiv

**READING QUIZ #10:** Available on SAKAI site

[Note: This quiz will no longer be available to you after the due date below.]

**Due dates:**

New Brunswick: 12:00 Noon, Wednesday, December 3

**Wednesday, December 3 DETAILS TO FOLLOW**

**RWJ Medical School and GAIA Centers GLOBAL HEALTH FAIR**

**TIME:** 5:30 – 8:00PM

**ACTIVITY:** Poster Fair, Global Health speaker, light refreshments

**LOCATION:** Arline and Henry Schwartzman Courtyard, Robert Wood Johnson University Hospital, One Robert Wood Johnson Place, New Brunswick

**SPEAKER:** Merrill Singer, PhD

Professor of Anthropology, Dept. of Anthro. & Community Health  
University of Connecticut

**FINAL EXAM:**

**Monday, December 8<sup>th</sup> – Camden/Wednesday, December 10<sup>th</sup> – New Brunswick**

This is the last class day of the semester. FINAL EXAMS WILL BE ADMINISTERED DURING

REGULAR CLASS HOURS. NO INTERNET. CLOSED BOOK. EXAMS MUST BE COMPLETED IN BLUE OR BLACK INK. PLEASE ARRIVE ON TIME.

New Brunswick