Course Overview:
This course will examine the role of public health and its direct and indirect relationship to the social, economic and political dimensions of human development. We will explore key public health and development linkages; the role, purpose and reality of the millennium development goals (MDGs); macroeconomic policies and their impact on human development; issues of freedom, inequities, poverty and violence; foreign aid, as well as the cultural and ethical research considerations to improve current human development strategies.

Students will evaluate the different international actors involved in global development efforts today and explore how the government, non government, business and civil society groups play an important role in the promotion of human development and foreign assistance programs. An expanded public health and international development framework will help students to evaluate the different factors that may, perhaps, contribute to the increases or decreases in morbidity and mortality patterns across populations.

Some public health topics of discussion will include (1) communicable (e.g. HIV/AIDS, malaria, tuberculosis, water, food and airborne-related infections), (2) non-communicable disease and lifestyle behaviors associated with cancer, cerebrovascular disease, coronary artery disease, diabetes and obesity and (3) injury (such as those related to traffic-related factors in growing cities) and violence will also be considered in the design and implementation of public health interventions to reduce health inequities and promote human development. This semester we will draw our attention to the broad based public health and development issues in which evidence suggests that a reliable and affordable provision of infrastructure services can function to both reduce poverty and improve health outcomes.

The availability and accessibility and political will to provide safe water, adequate sanitation, suitable housing and sufficient nutrition along with access to health service remain the fundamental building blocks to a sound global public health and development strategy. Consequently, it is at this juncture that we will begin our intellectual exploration and apply novel methodical approaches to assess the key successes and failures of global development and public health today.

How has the political economy literature directed study in global health development? To answer this question we will analyze selected health and development case studies that capture
the inextricable linkages between global public health, international development and the international political and economic dimensions. Furthermore, during this semester we consider key perspectives on global health and development associated with human rights, freedom and health security.

**Keep this in mind as you enter the course this semester**

Once upon a time a monkey and a fish were caught up in a great flood. The monkey agile and experienced had a good fortune to scramble up a tree to safety. As he looked down into the raging waters, he saw a fish struggling against the swift current. Filled with humanitarian desire to help his less fortunate fellow, he reached down and scooped the fish from out of the water. To the monkey’s surprise the fish was not very grateful for his aid.

George Foster *Traditional Culture and the Impact of Technological Change* NY Harper & Row, 1962

**Teaching Objectives:**

(1) To explain the conceptual and practical approaches of global health development

(2) To expand student awareness on global health issues and their direct and indirect relationship to international development.

(3) To encourage students to explore the economic, political, social, cultural, and environmental factors that influence global health and development strategies.

(4) To promote greater understanding of public health approaches as both an investment and outcome in international development initiatives.

**Learning Objectives:**

At the conclusion of this course students will be able to:

(1) Describe the interrelationship of international health and development within a changing economic and political environment for the 21st Century.

(2) Discuss conceptual frameworks that will contribute to the knowledge of human welfare, health and global development.

(3) Evaluate empirical research methods conducted by international organizations on public health and human development.

(4) Discuss different international actors participating in global health and development.

(5) Assess the value of international policy initiatives to improve human development and

(6) Demonstrate an understanding of health and human welfare and the direct and indirect relationship(s) they have to social, economic and political development.

**Grading:**

Grading will be based on the following:

**Class discussion/exercises/group presentations** 25%

10% group presentation + 15% class participation

**Midterm exercise** 25%

A take home exercise with two weeks to complete

**Presentation & Research Paper** 25%

*Individual topic presentation 10% + Analytical Paper 15%*
Final Exam 25%

Class Exercises and Discussion: (25%)
Group case study presentation/discussion = 10%. Semester Class participation = 15%

Students will be expected to complete all required reading prior to the scheduled seminar discussion. Class problem solving activities and group case studies will take place during the semester. Students will be divided into small groups (depending upon final class size) and assigned a case study to present during the semester. Additionally, students may be expected to participate in expanded seminar discussions activated through the university Blackboard (Bb) system. Please make sure you are familiar with using the Bb and the discussion forums. If you have any difficulty please let me know as soon as possible. The discussion board will serve the following purposes: (1) to promote greater dialogue outside the classroom setting; (2) to build collegiality and (3) to continue discussions that may be truncated due to the lack of classroom time. The Bb participation is not a substitution for in-class participation.

Case Study Analysis: Guidelines for a 10-minute group presentation format for presentation.

I. Present the title and location of case study
II. Introduce and describe this case study
   - Identify social, political, economic, cultural, environmental factors important to this case study
   - Discuss actors at the local, national & international level
   - Determine the contribution to global health and development
III. Identify the methods and materials used to improve health and development
   - Consider the appropriateness of technology and sustainability of this program/project/policy
IV. Critically evaluate case study benefits and limitations
   - Describe the political will and leadership to support program
   - Consider the sufficiency of funding across different stakeholders
   - Consider the effective management of the health care delivery system
V. Discuss why or why not this (will, has or could) work elsewhere
   - Consider the location, health/disease approach, actors, political process, funding, stakeholder, etc
VI. Concluding remarks - Reflections

Attendance Policy:
Since this class meeting weekly for 2.5 hours, students missing more than 2 (two) seminar sessions will be asked to submit a reaction paper on the required readings for that missed class within two weeks of the scheduled session. You are given two absences without any additional requirements; however, on the third missed class you are expected to submit a written response to the assigned readings and post these on the course discussion BB to share your insights with your classmates. Failure to submit this written response will result in an “F” for participation on
that date. The feedback is NOT a review of the readings it is a critical analysis and your personal remarks are appreciated.

If any additional reasons to waive this attendance policy (e.g. such as illness, personal emergency, athletic activities, religious observance), students are required to contact the instructor as soon as possible to discuss the modification in the course attendance policy.

**Mid-term Assignment: (25%)**
*Distribute on October 5- Due October 19*

This is 25% of your final grade. The relationship between public health, human welfare, and development may not be a direct or causal one. We will explore this relationship through greater rigor of the theoretical and empirical research methods. These methods will assist in identifying the relationship(s) as well as defining, describing and explaining how the relationship influences and is influenced by other factors that lie outside any one field of study. You will be given a document that contains background/briefing information, population, demographic, economic, political, and health profiles. From this information you will be asked to develop a plan to improve health and human welfare of a specific population. The tools and methods for health and development examined in class will be expected to be appropriately applied for this assignment. Explicit instructions on how to organize your written work will be provided, as well as grading criteria and assessment scales.

**Health & Development Research Oral and Written Work: (25%)**
*The individual oral presentation will be scheduled earlier in the semester. Written work due before November 23rd.*

This solo ten minute presentation will be assessed 10% and followed by a 5-7 page (double spaced 12- font) written analysis worth 15% of the final grade. Students will select a topic that enriches the understanding of the linkages between development, human welfare and public health. A grading rubric is provided below to assist in the development and structuring of your work early in the semester.

**Due Date:** Papers are due on or before 23 of November. We will not have class on this date. Enjoy your Thanksgiving holiday! Students can e-mail submissions before 3:30pm on November 23. Early submissions are welcomed! Late papers will be penalized 5 points for every day it is overdue.

**Grading:** This is separated into two components: the oral and written research assignment.

**Individual Oral Assignment Assessment (10 points):** Ten minute limit for individual presentation. Practice your timing to keep to this time. You will be asked to conclude at 10 minutes and begin the Q & A session.

1- Clarity in introducing your topic (1 point)  
2- Background/history of topic as it relates to human development (1 point)  
3- Discuss at least one case study to support your work at this point in your research. (1 pt)  
4- Analytical Approach: theoretical and practical aspects of your topic and how it relates to human development. Use theories, models, or frameworks to organize your approach to this study. (2 points)
5- Briefly discuss how this topic contributes to the study of global development and health (1 point)
6- Use of scholarly literature to support your work (1 point)
7- Presentation of material (1 point)
8- Keeping to the allotted time (1 point)
9- Ability to field questions at the conclusion of your ten minute presentation (1 point)

Written Assignment Guidelines and Assessment (100 points):
Use Modern Language Association (MLA), American Psychological Association (APA) or Chicago Manual of Style for the format of this research paper.

1- Concise and clear introduction to global health and development topic (5 points- approx. ½ page)
2- Discuss the historical (background) elements. Consider: who, what & why questions when you are looking at the history as it relates to your topic. (25 points- approx. 1.5 pages)
3- Develop the analytical section of your paper by considering theoretical and practical aspects of your topic and how it relates to health development. Use theories, models, or frameworks from class or elsewhere to construct your analysis. (Subtotal 25 points) In your analysis be sure to critically analyze the literature as it relates to your specific topic. This means you need to include scholarly sources (books, journals, articles, etc) to support your written work. (Subtotal 10 points) (Total 35 points- approx. 2 pages)
4- Briefly consider how this topic contributes to the study of global development and public health and use a least one case study to support your analysis (25 points- approx. 1.5 pages)
5- Demonstrate good writing mechanics (spelling, grammar, sentence structure and punctuation) and appropriate use of literature and citations. (10 points- works cited or bibliography is not part of the page count)

Final Exam: (25%)
This is 25% of final grade and will be administered as a take home essay exam. An oral option may be considered, and students will be advised of this option later in the semester. The final exam will cover course required readings, lectures and discussions. Students will select topics from a list of questions. Essay questions, instructions, requirements, and grading criteria will be distributed at final class session and submitted electronically on or before 1 pm December 12. If an oral option is considered, students will have the option to sign up for a time slot from December 2-12. Further details will be furnished during the semester.

Disabilities:
“Any student with a documented disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact the Instructor and Disability Services at the beginning of the semester.”

Honor Code and Plagiarism Policy:
Students are expected to uphold the honor code and be familiar with the plagiarism policy at the University of Miami.

Course Books:
**REQUIRED**


**OTHER BOOKS SUGGESTED- NOT REQUIRED!**

Note I will be using chapters from an assortment of books and journal articles that cross disciplines in international studies and global health. These will posted on the Bb under date of assigned readings, so you will not need to purchase additional texts for this course. Please be aware of all readings and plan to organize your work accordingly. I have selected a few chapters from the books listed below and posted on Bb; however, some of you may be interested in purchasing these books.

4. Levine, Ruth *Case Studies in Global Health-Millions Saved* (2007) Jones and Bartlett Publishers (Note: there is an online version of case studies we will use for this course)

**Other Required Reading**

We will use the first 5 minutes of each class to discuss current events related to health and human development. The New York Times [http://www.nytimes.com/](http://www.nytimes.com/) (also you can access NYTs through the UM Blackboard), Economist [http://www.economist.com](http://www.economist.com) and Financial Times [www.ft.com](http://www.ft.com), or other good news sources. The purpose this activity is to promote and expand students' level of awareness on the inextricable link of global public health and development.

**Important UM E- Library Resource Developed for Global Public Health**

We will use a UM global public health e-library resource that includes e-books, e-journals, e-databases, governmental and nongovernmental links and more for classroom support resources. We will learn to navigate this during our first class meeting.

[http://libguides.miami.edu/gph](http://libguides.miami.edu/gph)

**Important Dates To Remember:**

- Sept 14: Research Paper TOPIC ONLY Due in writing
- Sept-Nov: Individual oral presentations on research topic to be assigned
- Sept-Nov: Group oral presentation on case studies to be assigned
- Oct 5: Distribute and discuss mid-term exercise
- Oct 19: Mid-term exercises due at start of class
- Nov 23: Papers Due by 3:30pm (electronic submissions only)
NO CLASS – HAPPY THANKSGIVING!

Nov 30  Last Class Meeting- Distribute Final Take Home Exam
Dec 2-12  Oral Exam Options for Qualified Students
Dec 12  Written Final Exam due by 1pm

Overview & Weekly Required Reading Schedule

August 24
Course requirements and introduction to global health & development
Review syllabus & course requirements followed by an introduction to global health and development studies.
No required reading for August 24th class

August 31
Introduce the links between health and development--- political, economic, social, cultural factors beyond the medical and public health models.

Required Reading

Development as Freedom
Introduction 3-11 & Chapter 1 The Perspective of Freedom: 13-34.

The End of Poverty
Introduction & Chapter 1 A Global Family Portrait 1-25

Posted on Bb

Jacobsen KH Introduction to Global Health Chapter 1 Global Health 1-17

Skolnik R Essential of Global Health Chapter 1 The Principles and Goals of Global Health 1-11

September 7-
Global Health and Development: Introduction to Different Actors & Different Challenges

Adjustment to this syllabus is prepared to allow students to participate in the career workshop with many international development organizations in attendance and the Peace Corps forum.
3:35-4:30-(classroom) 5-6pm - Making a Difference and 6-7:30pm panel discussion (Bank United Center Fieldhouse)

Required Reading:

Posted on Bb
Birn AE, Pillay Y and TH Holtz, *Textbook of International Health- Global Health in a Dynamic World* *International Health Agencies, Activities and other Actors* 61-131

**September 14- (submit individual research topic in writing- 1 line is sufficient )**
Examine the links between health and development: social determinants of health and development, social justice & economic & freedom perspectives

**Required Reading:**

*Development as Freedom*
Chapter 2 *The ends and the means of development*: 35-53
Chapter 3 *Freedom and the Foundations of Justice*: 54-86

*Posted as PDF on Bb*  

Skolnik R *Essential of Global Health* Chapter 3 *Health Education, Poverty and the Economy* 41-55


Levine R. *Case Studies in Global Health- Millions Saved*  
Case 1 *Eradicating Smallpox* 1-8  
Case 8 *Preventing Diarrheal Deaths in Egypt* 57-64

**September 21 (begin individual and group presentation)**  
Further examination of health and development

**Required Reading:**

*Development as Freedom*
Chapter 4 *Poverty as Capability Deprivation*: 87-110

*The End of Poverty*
Chapter 2 *The Spread of Economic Prosperity* 26-50  
Chapter 3 *Why some countries fail to thrive* 51-73  
Chapter 4 *Clinical Economics* 74-89

*Posted on Bb*  

Case Studies in Global Health Millions Saved
Case 5 Eliminating Polio in Latin America and the Caribbean 33-40
Case 10 Controlling Trachoma in Morocco 73-79

September 28
Health and Development Strategies

Required Reading:

The End of Poverty
Chapter 12 On-The-Ground Solutions for Ending Poverty 226-43

Posted on Bb

Eds. Fort M, Mercer MA and O Gish Sickness and Wealth- The Corporate Assault on Global Health Chapter 3 Hong E The Primary Health Care Movement Meets the Free Market 27-42

Paes-Sousa R, Pacheco Snatos LM & Miazaki ES Effects of conditional cash transfer programme on child nutrition in Brazil Bull World Health Organ 2011: 89; 496-503

Levine R Case Studies in Global Health Millions Saved
Case 9 Improving the Health of the Poor in Mexico 65-72

October 5 (Distribute midterm exercise)
Neoliberal models, economic reform, and globalization: how is health and development shaped by these changes?

Required Reading:

Development as Freedom
Chapter 5 Markets, States and Social Opportunity 111-45

The End of Poverty.
Chapter 5 Bolivia’s High –Altitude Hyperinflation 90-108
Chapter 6 Poland’s Return to Europe 109-30.
Chapter 7 Reaping the Whirlwind: Russia’s Struggle for Normalcy: 131-47
Chapter 8 China: Caching Up After Half a Millennium 148-70
Chapter 9 India’s Market Reforms: The Triumph of Hope over Fear 170-87

Posted on Bb
Eds. Fort M, Mercer MA and O Gish. Sickness and Wealth- The Corporate Assault on Global Health Chapter 4 Goyd S. Sapping the Poor: The Impact of Structural Adjustment Programs 43-54
Chapter 5 Verdugo JC_The Failures of Neoliberalism: Health Sector Reform in Guatemala 57-68
Levine R. *Case Studies in Global Health: Millions Saved*. Case 14: *Curbing Tobacco in Poland* 105-12

**October 12**

*Health, Culture and Human Rights: The Foundations for Sustainable Development*

**Required Reading:**

- *Development as Freedom*
  - Chapter 10 *Culture and Human Rights* 227-48.

**Posted on Bb**


Levine R. *Case Studies in Global Health: Millions Saved*

Case 2: *Preventing HIV/AIDS and Sexually Transmitted Infections in Thailand* 9-16

Case 13: *Reducing Fertility in Bangladesh* 97-104

**October 19 (Midterm exercise due) – extended until October 26th**

Central issues of global health and development challenges: reducing poverty, considering aging and epidemiologic, demographic and health transitions, women and violence

**Required Reading:**

- *The End of Poverty*
  - Chapter 13 *Making the Investments Needed to End Poverty* 244-65
  - Chapter 14 *A Global Compact to End Poverty* 266-87

- *Development as Freedom*
  - Chapter 8 *Women’s Agency and Social Change*: 189-203

**Posted on Bb**


World Health Organization. (2008) Preventing violence and reducing its impact: how development agencies can help Section I: How violence harms development 4-13 Section II Preventing violence:
A great advance 14-19 Section III Violence and the current development agenda: what is missing 20-24

Case Studies in Global Health Millions Saved
Case 6 Saving mothers’ Lives in Sri Lanka 41-8
Case 19 Treating Cataracts in India 139-46

**October 26 – MATERIAL NOW COVERED ON November 2**
REMEMDER MIDTERM EXERCISES DUE

Social and political factors in health & development explored further. A consideration for evidence based research and ethics

**Required Reading:**

*The End of Poverty*
Chapter 10 *The Voiceless Dying: Africa and Disease* 188-209

*Development as Freedom.*
Chapter 6 *The Importance of Democracy* 146-59
Chapter 11 *Social Choice and Individual Behavior* 249-81
Chapter 12 *Individual Freedom as a Social Commitment* 282-98

**Posted on Bb**
Eds. Gatti and Boggio *Global Health and Development* Matlin S Chapter 4 *Research and Innovation in Health and Development* 79-92 Boggio A Chapter 8 *Health and Development: An Ethics Perspective* 140-52


Case Studies in Global Health Millions Saved.
Case 4 Reducing Child Mortality with Vitamin A in Nepal 25-31 – BE PREPARED TO DISCUSS
**CASE STUDY IN CLASS ON NOV 9TH**
Case 11 Reducing Guinea Worm in Asia and Sub-Saharan Africa 81-88

**November 2- MATERIAL NOW TO BE COVERED ON NOVEMBER 9**
We will explore crises & challenges in global health considering the economic and political factors along with population, food & famine concerns in the 21st Century

**Required Reading:**

*Development as Freedom*
Chapter 7 *Famine and Other Crises*: 161-88.
Chapter 9 *Population, Food and Freedom*: 204-26

Post on Bb
Benatar SR, Gill S and I Bakker. *Global Health and the Global Economic Crisis* *AJPH* April 2011 Vol101 No4 646-653-cover this on Nov
Shiva V, in *Sickness and Wealth- The Corporate Assault on Global Health* *Stolen Harvest: The Hijacking of the Global Food Supply and Health* 107-18

**November 9 – MATERIAL TO NOW BE COVERED ON November 16**
Foreign aid and health development in the 21st Century

**Required Reading:**

*End of Poverty*
Chapter 15 *Can The Rich Afford To Help The Poor?* 288-308
Chapter 17 *Why we should do it* 329-46

*Posted on Bb*
Benatar SR, Gill S and I Bakker. *Global Health and the Global Economic Crisis* *AJPH* April 2011 Vol101 No4 646-653-cover this from Nov 9

Paul Collier *Bottom Billion* Chapter 7 *Aid to the Rescue* 99-123


Piva P and Dodd R. Where did all the aid go? A in-depth analysis of increased health aid flows over the past 10 years. *Bull World Health Organ* 2009:87:930-39

**Case Studies in Global Health**
Case 7 Controlling Onchocerciasis (River Blindness) in Sub-Saharan Africa 49-56

**November 16- Topic Deleted ( CSA & ORAL PRESENTATIONS REMAIN AS SCHEDULED )**

**REMININDER: RESEARCH PAPERS DUE ON OR BEFORE NOVEMBER 23**

How will countries pay for health demands? Examination of health transitions and development: communicable (malaria, TB, HIV and more) and non-communicable diseases (e.g. heart disease, cancer, diabetes, obesity and more) and injury prevention

**Required Reading:**
*I'M HAPPY TO MEET AND DISCUSS THIS TOPIC ANY TIME FOR INTERESTED STUDENTS! DEMOGRAPHIC, EPIDEMIOLOGIC AND HEALTH TRANSITIONS TO REFLECT COMMUNICABLE TO NONCOMMUNICABLE DISEASES IS A GROWING CONCERN FOR GLOBAL HEALTH AND DEVELOPMENT*

*Posted on Bb*


Case Studies in Global Health Millions Saved
Case 3 Controlling Tuberculosis in China 17-24
Case 17 Eliminating Measles in South Africa

November 23---- NO CLASS ---- RESEARCH PAPERS DUE BY 3:30pm TODAY!
Submit papers electronically before noon! NO LATE PAPERS! Please confirm I have successfully received of your submission.

HAPPY THANKSGIVING!

November 30- FINAL CLASS
Global Health and Development: Where are we today and where are we going in the future? Course summation and discussion/distribution of final take home exam.

Required Reading:
The End of Poverty
Chapter 16 Myths and Magic Bullets 309-28
Chapter 18 Our generations’ challenge 347-68

December 5- 9
Oral Exam Options with permission of instructor

December 12 (Monday) Final Papers Due by 1pm
E-mail to sporcela@med.miami.edu Be sure you receive a confirmation that the document has been successfully retrieved.

December 19
Final Grades due 5:00 PM in MyUM by Faculty

December 21
Final Grades available to students in MyUM