

Faculty of Health Sciences  
**Department of Health Promotion and Community Health**  
**HPCH 200 (3 credits) Global Public Health**  
Syllabus Fall 2022-23

**Class time and location:**

Class time: Mondays and Wednesdays 10 am -11:15 am

Class location: Asfari Institute, Room M01

**Note:** The first class will be held on September 12, 2022.

**Instructor:** Lina Abou-Habib

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**Office hours:** By appointment

**Course description:**

The course presents an overview of global public health through a multidisciplinary approach. This will be accomplished through readings and other materials from public health, the social sciences, and the humanities on global public health issues, as well as through learner-centered class activities and writing assignments. The course will trace the origins of global health as a field and analyze the role of different international, national, and local actors in current global health issues. Throughout the semester, students will examine case studies of current global health challenges, identify their social, economic, and political causes, and discuss approaches and policies that ensure health, equity, and social justice.

**Course learning objectives:**

By the end of this course, students will be able to:

Revised LOs

**LO1.1a** Explain the relationship between public health and global health

**LO2.1** Discuss the social determinants of health and their impact on populations

**LO4.2a** Analyze the role of community partnerships in advocating for global health issues

**LO1.4** Analyze the role of wars and displacement on the health of populations

**LO1.5** Identify the role of humanitarian response in addressing the health needs of affected populations in PH emergencies such as climate change, conflict, war, and pandemics

**LO7.1.a** Analyze ethical considerations that arise in responding to global public health issues

### Course readings:

- *Reimagining Global Health: An Introduction* by Farmer et al (2013). The full e-Book is available for download through the AUB Library.
- All other course readings will be posted on Moodle.

### Course requirements and student evaluation:

Detailed guidelines for each assignment and grading rubrics will be posted on Moodle. All written assignments should be uploaded to Moodle by the due date.

#### Participation

This course is discussion-based and your active participation is essential. Students are required to do the assigned readings \*prior\* to class. We will conduct a range of in-class activities, including short writing reflections, group assignments about readings, and presentations. The quality of your input in these activities is part of the “participation” portion of your final grade. Further details will be posted on Moodle.

#### One response paper (40%) LOs 1.1a-2.1

Students will write one short response paper corresponding to the themes of the first two sections of the course. Prompts will be given for the paper that students should respond to. As opposed to a descriptive paper, a response paper should display an understanding of differing views on the issue and present well-thought-out arguments to convince the reader and defend the main point or claim. Detailed guidelines will be discussed in class.

#### One debate (20%) LOs 4.2a-1.4

During the semester, we will hold one in-class debate. Each debate team will be assigned a different position to argue for with respect to a global health issue. You will turn in your team’s debate preparation notes prior to the debate itself. Both the preparation and your team’s performance in the debate will be graded. This is a group assignment.

#### Take-home written exam (40%) LOs 1.5-7.1a

For the course final paper, each student will be assigned one of the 17 Sustainable Development Goals (SDGs; see <https://sustainabledevelopment.un.org/>). You will write a paper in which you are required to write open-ended answers posed through a case study. The primary aim of this paper is to analyze the relationship between the SDG and global health, focusing on how achieving the SDG may contribute to improved global health.

**\*\*Students enrolled in the MEPI-TLS must address gender in their SDGs paper (but this does not mean that you have to choose SDG 5!)\*\***

### Schedule of due dates

Assignment	Due date
Debate	November 1
Response paper	November 11 (in-class)
Take-home written exam	December 1

## **Writing**

This course aims to help you improve your writing skills in general and in the field of public health specifically. We will focus in particular on how to develop an argument that is clear and well supported by evidence. A variety of in-class activities will be used to help you develop and receive feedback on the writing assignments throughout the semester.

Students are also encouraged to utilize the Writing Center during the semester for support. The Writing Center offers free, 30-minute consultations for AUB undergraduate writers. For information about Writing Center tutors, to find writing resources, or to make an appointment, go to <https://aub.edu.lb/writingcenter>

## **Attendance**

Per university rules, students who miss more than one-fifth of the sessions of any course in the first ten weeks of the semester are dropped from the course if the faculty member has stated in the syllabus that attendance will be taken. Please notify the course instructor if you need to be late or miss class. Students missing class are responsible for follow-up on missed class sessions.

## **Moodle**

Moodle is the primary communication platform for this course. Check it regularly for course updates, readings, assignment guidelines, etc. I send course updates through Moodle so please always check Moodle. You will receive an email if there is any urgent announcement.

## **Academic integrity**

Education is demanding and time management is essential. Do not hesitate to use the resources around you but do not cut corners. Cheating and plagiarism will not be tolerated. Please review the Student Code of Conduct in your handbook and familiarize yourself with definitions and penalties. If you are in doubt about what constitutes plagiarism, ask your instructor because it is your responsibility to know. AUB has a strict anti-cheating and anti-plagiarism policy. Penalties include failing marks on the assignment in question, suspension or expulsion from the University, and a permanent mention of the disciplinary action in the student's records.

## **Students with disabilities**

AUB strives to make learning experiences accessible for all. If you anticipate or experience academic barriers due to a disability (such as ADHD, learning difficulties, mental health conditions, chronic or temporary medical conditions), please do not hesitate to inform the Accessible Education Office. In order to ensure that you receive the support you need and to facilitate a smooth accommodations process, you must register with the Accessible Education Office (AEO): [accessibility@aub.edu.lb](mailto:accessibility@aub.edu.lb); [+961-1-350000](tel:+961-1-350000), x3246; West Hall, 314.

## **Non-Discrimination and Title IX**

AUB is committed to facilitating a campus free of all forms of discrimination including sex/gender-based harassment prohibited by Title IX. The University's non-discrimination policy applies to, and protects, all students, faculty, and staff. If you think you have experienced discrimination or harassment, including sexual misconduct, we encourage you to tell someone promptly. If you speak to a faculty or staff member about

an issue such as harassment, sexual violence, or discrimination, the information will be kept as private as possible, however, faculty and designated staff are required to bring it to the attention of the University's Title IX Coordinator. Faculty can refer you to fully confidential resources, and you can find information and contacts at [www.aub.edu.lb/titleix](http://www.aub.edu.lb/titleix). **To report an incident**, contact the University's Title IX Coordinator Ms. Mitra Tauk at 01-350000 ext. 2514, or [titleix@aub.edu.lb](mailto:titleix@aub.edu.lb). An anonymous report may be submitted online via EthicsPoint at [www.aub.ethicspoint.com](http://www.aub.ethicspoint.com).

**Detailed Course Schedule:**

<b>Date</b>	<b>LO</b>	<b>Topic</b>	<b>Readings</b>
<b>Introduction to the course</b>			
September 12 <sup>th</sup>		Introduction to course and review of syllabus	No readings
September 14 <sup>th</sup>	1.1a	What is public health?	Berridge (2016), Chapter 1 1946 Constitution of the World Health Organization
<b>What is global health?</b>			
September 19 <sup>th</sup>	2.1	The global burden of disease	Farmer et al (2013), pp 1-10
September 21 <sup>th</sup>	2.1	Ecological determinants of health: food and environment on human health	Li (2017)
September 26 <sup>th</sup>	4.2a	Gender inequality in health	Sen (2001) Williams (2008)
September 28 <sup>th</sup>	1.1a, 2.1	The origins of global health I: Colonial medicine	Farmer et al (2013), pp 33-49 & 60-72
October 3 <sup>rd</sup>	1.1a, 2.1	Global health: Definitions and actors	Koplan et al (2009)
October 5 <sup>th</sup>	1.1a, 2.1, 4.2a	Use of evidence in public health	Listen to “Smallpox Eradication” on BBC Witness (posted on Moodle)
October 10 <sup>th</sup>	1.1a, 2.1	The origins of global health II: International health	Farmer et al (2013), pp 74-109 (without case studies)
October 12 <sup>th</sup>	1.1a, 2.1	<i>Debate 1: The ethics of eradication (graded)</i>	No readings
October 17 <sup>th</sup>	1.1a, 2.1	Eradication movements	Greenough (1995)
<b>Who is responsible for global health?</b>			
October 19 <sup>th</sup>	2.1, 4.2a	WHO and the 2014 Ebola outbreak: What went wrong?	Boozary et al (2014) Gostin et al (2014) Checchi (2016)
October 24 <sup>th</sup>			
October 26 <sup>th</sup>	2.1, 4.2a	Pharmaceuticals: Hepatitis C in Egypt	Hassanin et al (2021) The Atlantic (2018)
October 31 <sup>st</sup>			
November 2 <sup>nd</sup>	2.1, 4.2a	Health and human rights: HIV activism	Galvao (2005) Ford et al (2009)

November 7 <sup>th</sup>	2.1, 4.2a	Women's health movements	Arriagada (2020)
<b>A new era for global health? The SDGs, COVID-19 and more...</b>			
November 9 <sup>th</sup>	1.5	The Sustainable Development Goals (SDGs)	UN SDGs website
November 14 <sup>th</sup>	1.4, 1.5, 7.1a	COVID-19: Gendered effects	Lancet editorials on health and care workers (2021)  Al-Ali (2020)
November 16 <sup>th</sup>	1.5,7.1a	Climate change and health	McMichael (2013) Sorensen et al (2018)
November 21 <sup>st</sup>	4.2a, 7.1a	<i>Debate 2: Biosecurity and national borders (graded)</i>	No readings
November 23 <sup>rd</sup>	1.4	Conflict and health	Murry et al (2002) Leaning & Guha-Sapir (2013)
November 28 <sup>th</sup>	2.1,4.2a, 1.4	Gender-based violence	Yasmine & Moughalian (2016)
November 30 <sup>th</sup>	7.1a	Discussion of take-home exam	No readings

## Full references by session

### September 14<sup>th</sup>

- Berridge, V. (2016). *Public Health: a very short introduction*. Chapter 1, pgs 1-10. Oxford University Press.
- World Health Organization. 1995. "Constitution of the World Health Organization." World Health Organization. (With amendments to 1946 original)

### September 19<sup>th</sup>

- Farmer, Paul, Arthur Kleinman, Jim Kim, and Matthew Basilio. 2013. *Reimagining Global Health: An Introduction*. Univ of California Press. Pgs 1-10

### September 21<sup>th</sup>

- Li A. M. (2017). Ecological determinants of health: food and environment on human health. *Environmental science and pollution research international*, 24(10), 9002–9015. <https://doi.org/10.1007/s11356-015-5707-9>

### September 26<sup>st</sup>

- Sen, Amartya. 2001. "When misogyny becomes a health problem: The many faces of gender inequality." *New Republic*. September: 35-40.
- Williams, David R. 2008. "The Health of Men: Structured Inequalities and Opportunities." *American Journal of Public Health* 98 (Supplement\_1): S150–57.

### September 28<sup>th</sup>

- Farmer, Paul, Arthur Kleinman, Jim Kim, and Matthew Basilio. 2013. *Reimagining Global Health: An Introduction*. Univ of California Press. Pgs 33-49 & 60-72

### October 3<sup>rd</sup>

- Greenough, Paul. 1995. "Intimidation, Coercion and Resistance in the Final Stages of the South Asian Smallpox Eradication Campaign, 1973–1975." *Social Science & Medicine* 41 (5): 633–645.

### October 10<sup>th</sup>

- Farmer, Paul, Arthur Kleinman, Jim Kim, and Matthew Basilio. 2013. *Reimagining Global Health: An Introduction*. Univ of California Press. Pgs 74-109

### October 17<sup>th</sup>

- Koplan, Jeffrey et al. 2009. "Towards a Common Definition of Global Health." *The Lancet* 373 (9679): 1993–95.

### October 19<sup>th</sup> & October 24<sup>th</sup>

- Boozary, Andrew S., Paul E. Farmer, and Ashish K. Jha. 2014. "The Ebola Outbreak, Fragile Health Systems, and Quality as a Cure." *JAMA* 312 (18): 1859–60.
- Cecchi, F., et al. 2016. "World Health Organization and Emergency Health: If Not Now, When?" *BMJ* 352 (January): i469.
- Gostin, Lawrence O., Daniel Lucey, and Alexandra Phelan. 2014. "The Ebola Epidemic: A Global Health Emergency." *JAMA* 312 (11): 1095–96.

### **October 26<sup>th</sup> and 31<sup>st</sup>**

- Hassanin, Ahmed, Serageldin Kamel, Imam Waked, and Meredith Fort. 2021. "Egypt's Ambitious Strategy to Eliminate Hepatitis C Virus: A Case Study." *Global Health: Science and Practice* 9 (1): 187–200.
- Alcorn, Ted. 2018. "Why Egypt Is at the Forefront of Hepatitis C Treatment." *The Atlantic*. May 29, 2018. <https://www.theatlantic.com/health/archive/2018/05/why-egypt-is-at-the-forefront-of-hepatitis-c-treatment/561305/>.

### **November 2<sup>nd</sup>**

- Galvão, Jane. 2005. "Brazil and Access to HIV/AIDS Drugs: A Question of Human Rights and Public Health." *American Journal of Public Health* 95 (7): 1110–16.
- Ford, Nathan, et al. 2009. "Challenge and Co-Operation: Civil Society Activism for Access to HIV Treatment in Thailand." *Tropical Medicine & International Health* 14 (3): 258–66.

### **November 7<sup>th</sup>**

- Arriagada, Evelyn. 2020. "'Las Madres Del Plomo': Women's Environmental Activism and Suffering in Northern Chile." In *Motherhood, Social Policies and Women's Activism in Latin America*, edited by Alejandra Ramm and Jasmine Gideon, 145–65. Cham, Switzerland: Springer Nature.

### **November 9<sup>nd</sup>**

- United Nations. (n.d.). *Do you know all 17 SDGs?*. Retrieved from <https://sdgs.un.org/goals>

### **November 14<sup>th</sup>**

- The Lancet. 2021. "Health and Care Workers Are Owed a Better Future." *The Lancet* 397 (10272): 347.
- Al-Ali, Nadej. 2020. "Covid-19 and Feminism in the Global South: Challenges, Initiatives and Dilemmas." *European Journal of Women's Studies* 27 (4): 333–47.

### **November 16<sup>th</sup>**

- McMichael, A.J. 2013. "Globalization, Climate Change, and Human Health." *New England Journal of Medicine* 368 (14): 1335–43.
- Sorensen, Cecilia, Virginia Murray, Jay Lemery, and John Balbus. 2018. "Climate Change and Women's Health: Impacts and Policy Directions." *PLOS Medicine* 15 (7): e1002603.

### **November 23<sup>th</sup>**

- Murray, C. J. L., et al. 2002. "Armed Conflict as a Public Health Problem." *BMJ* 324(7333): 346–49.
- Leaning, Jennifer, and Debarati Guha-Sapir. 2013. "Natural Disasters, Armed Conflict, and Public Health." *New England Journal of Medicine* 369 (19): 1836–42.

### **November 28<sup>th</sup>**

- Yasmine, Rola, and Catherine Moughalian. 2016. "Systemic Violence against Syrian Refugee Women and the Myth of Effective Intrapersonal Interventions." *Reproductive Health Matters* 24 (47): 27–35.