

Fall 2017
Signature Course
GLOBAL INEQUALITIES AND HEALTH
UGS 303 (62700, 62705, 62710)

INSTRUCTOR

Jacqueline L. Angel, Ph.D.

CONTACT INFORMATION

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OFFICE HOURS

Monday and Wednesday 3-4pm and by
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TEACHING ASSISTANT

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OFFICE HOURS

Wednesday, 9:30am-10.30am and by appointment
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MEETING TIMES/LOCATIONS

Monday and Wednesday (lectures), 2-3pm BUR 216

Friday (discussion sections) all meet in MAI 220E

Unique #62700, F 11am-noon

Unique #62705, F 12-1pm

Unique #62710, F 1-2pm

COURSE DESCRIPTION

This course provides an overview of the physical and mental health of human populations in both the poor and more affluent nations of the world. The course is divided into three sections. The first third of the course consists of an examination of morbidity and mortality among different social groups throughout the world. It includes an extensive review of data from the United Nations and other sources that document large disparities in illness and death within countries as well as massive differentials in health between the developing and developed worlds. We will also review data showing historical changes in patterns of disease that reveal that while acute diseases continue to ravage the developing world, chronic diseases have become the major causes of disability and death in developed nations.

The second third of the course focuses on the health of specific subgroups, including children, women, the elderly, native populations, minority groups, and immigrants. Social characteristics that are associated with socioeconomic status are also associated with health levels. Although population health levels are influenced by such factors as nutrition, education, and political stability, healthcare

systems are also important.

The final third of the course focuses on healthcare delivery and different national healthcare systems. In many of the poorest nations, and in those that have experienced serious political upheavals, healthcare systems have collapsed or have too few resources to provide adequate care to their entire population. As part of our discussion of differential access to healthcare we will examine the basic principles that define equity in healthcare.

A core focus of the course will be on the consequences of aging populations and improved medical technology in the healthcare systems of the world. Aging populations, high rates of medical inflation, and soaring hospital costs raise serious challenges to governments and raise important public policy concerns. We will compare and contrast healthcare systems with more universal coverage, such as those of the European nations, to those with a more market based approach, such as that of the United States. In addition, we will examine the process and consequences of implementation of health reform in the U.S. and other nations. Future fiscal crises will require all nations to ration increasingly expensive healthcare services. This rationing raises serious questions of equity related to the treatment of the poor, minorities, immigrants, and native populations.

FORMAT

Although the format of the course is fairly structured and lecture-oriented, there will be a great deal of room for follow-up discussion on Friday in each of your pre-assigned discussion groups. The amount of time devoted to discussion will depend on issues that are of greatest interest to you and your classmates. In addition, we will use iClicker technology to participate in classroom interactive polling as well as Facebook and Twitter outside of class.

READINGS AND COURSE TECHNOLOGY

1. All class materials, including weekly readings are available on the University Canvas Learning System (<http://canvas.utexas.edu>).
2. I-clicker. For web registration of your iClicker go to <http://www.iclicker.com/registration>

3. Required text:

T.R. Reid. 2009. *The Healing of America: A Global Quest for Better, Cheaper, and Fairer Health Care*. New York: Penguin Press, 2009.

4. Selected book: (You will select one. See book review assignment on p. 21)
 - Bowden, Charles. *Murder City: Ciudad Juarez and the Global Economy's New Killing Fields*. New York, NY: Nations Books, 2010.
 - Cohen, Aaron and Christine Buckley. *Slave Hunter: One Man's Global Quest to Free Victims of Human Trafficking*. New York: Simon & Schuster, 2009.

- Delpeuch, Francis, Bernard Maire, Emmanuel Monnier, and Michelle Holdsworth. *Globesity: A Planet Out of Control?* Routledge, 2009.
- Epstein, Helen. *The Invisible Cure: Africa, the West, and the Fight Against AIDS*. New York: Farrar, Straus, and Giroux, 2007.
- Fadiman, Anne. *The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures*. New York: Farrar, Straus and Giroux, 2012.
- Farmer, Paul et al. *Reimagining Global Health: An Introduction*. University of California Press, 2013.
- Kidder, Tracy. *Mountains Beyond Mountains: The Quest of Dr. Paul Farmer, A Man Who Would Cure the World*. New York: Random House, 2004.
- Montoya, Michael. *Making the Mexican Diabetic: Race, Science, and the Genetics of Inequality*. Berkeley, CA: University of California Press, 2011.
- Morris, David J. *The Evil Hours: A Biography of Post-Traumatic Stress Disorder*. Eamon Dolan/Houghton Mifflin Harcourt, New York, 2015.
- Murray, Anne Firth. *From Outrage to Courage: Women Taking Action for Health and Justice*. Monroe, ME: Common Courage Press, 2008.

REQUIREMENTS

Class activities will include lectures and discussions of various topics. All examinations cover material in the textbook assignments and information presented in class (i.e., lectures, documentaries, and discussion). Questions will be of the short-answer, multiple-choice, or essay type. Missed exams will be scored as zero, unless arrangements are made in advance and will be given only if a verifiable medical excuse is provided.

ATTENDANCE POLICY

Class attendance is required and will be monitored. It has been our experience that, on average, those students who attend class regularly, take notes, and read all assigned material earn better grades than students who are often absent. In the event of an absence, for whatever reason (excused or unexcused), you will be held responsible for all information presented in that session, including material from the text, lecture, class discussion, and films. Students are expected to arrive on time and stay for the entire class period unless specific arrangements have been made with the TA prior to that day's meeting. Attendance at class and Friday discussion sections are mandatory and will be factored into the final grade. Three unexcused absences will result in an automatic full letter grade drop in the final grade. More than six unexcused absences will result in a failing grade. All assignments must be turned in on the date they are due. Late work will be accepted only with prior approval. The discussion sessions will be critical in writing your essays and essay exams.

EVALUATION

Grading will be based according to the following criteria:

Assignments	Value
First hourly essay exam	20 percent
Second hourly essay exam	20 percent
Oral presentations	10 percent (5 points each)
Response essay papers and book review	50 percent (10 points each)

SPECIAL NEEDS

The University makes reasonable accommodations for students with documented disabilities. Students should notify the Division of Diversity and Community Engagement, Services for Students with Disabilities (SSD) and instructor of any special needs. The Office of SSD is located in Room 4.400 of the Student Services Building. More information is available at: <http://diversity.utexas.edu/disability/> or by calling 512-471-6259 (voice); 512-410-6644 (videophone) or email ssd@austin.utexas.edu.

UT LEARNING CENTER

You may find assistance with specific strategies to help you study effectively at the Sanger Learning Center. The Center for Learning offers a range of services to become a better student through assistance in one-on-one tutoring academic counseling, and other classes. For more information see <https://ugs.utexas.edu/slc>.

ACADEMIC CODE OF ETHICS

Students must be aware of the UT Honor Code (or statement of ethics) available at: <http://deanofstudents.utexas.edu/conduct/standardsconduct.php>. Academic misconduct includes any form of dishonest behavior, including plagiarism which is the use of any citation, information, or idea that is obtained on line or from published material without full citation. Examples of the appropriate citation of different materials will be provided in class. For more information on plagiarism, please visit <http://guides.lib.utexas.edu/c.php?g=534679&p=3657704>.

RELIGIOUS HOLIDAYS

Accommodations for religious holidays: UT Austin requires that if a student intends to miss class in observance of a religious holiday he or she must notify the instructor at least fourteen days in advance. If a student must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, he or she will be given an opportunity to complete the work within a reasonable time after the absence.

USE OF CANVAS IN CLASS

In this class, I use Canvas – a web-based course management system with password-protected

access at <http://canvas.utexas.edu> – to distribute course materials, to communicate and collaborate online, to post grades, and to give you recaps of class discussion from weekly classes. You can find support in using Canvas at the ITS Help Desk at 512-475-9400, Monday through Friday, 8 a.m. to 6 p.m. so plan accordingly.

IMPORTANT DATES

- August 30: Classes begin
- September 4: Labor Day holiday
- September 5: 4th class day, last day of official add/drop period
- September 15: 12th class day, last day to add a course; last day to drop a course for a possible refund
- October 26-27 & 30-31, November 1: Advising for Spring semester 2018
- November 7: last day to withdraw from a course without penalty (unless for non-academic reasons); last day to change to or from pass/fail
- November 22-25: Thanksgiving break
- December 11: Last class day

For a full list of important deadlines, see the 2017-18 Academic Calendar available online through the Registrar's Office: <https://registrar.utexas.edu/calendars/17-18>

COURSE OUTLINE

The following is a tentative schedule of what we will cover in class. Please note, however, that this schedule may change during the semester. We prefer to adjust the coverage of material to meet the needs and desires of the class and to respond to relevant current events. Throughout the semester, supplemental readings will be assigned as critical topics emerge. Please feel free to discuss with us anything about the course, as we proceed, either immediately after class or during our office hours.

WEEK	DATE
Week 1	First class day, Wed. Aug. 30
Week 2	Sept. 4-8 Labor Day Holiday, Sept. 4
Week 3	Sept. 11-15
Week 4	Sept. 18-22
Week 5	Sept. 25-29
Week 6	Oct. 2-6
Week 7	Oct. 9-13
Week 8	Oct. 16-20
Week 9	Oct. 23-27
Week 10	Oct. 30–Nov. 3
Week 11	Nov. 6-10
Week 12	Nov. 13-17

Week 13	Nov. 20-24 Thanksgiving break, Nov. 22-24
Week 14	Nov. 27-Dec. 1
Week 15	Dec. 4-8 Last class day is Monday Dec. 11

LECTURE	TOPIC: At Issue	READING
Part I. Defining the Problem Globally		
Week 1	Introduction to the course. Viewing health from a global perspective. What is a healthy society? What are the influences of health policies on the "War on Terror" <i>RX for Survival and Wellness</i> (staying well)	<p>Pre-Reading <i>The Healing of America: A Global Quest for Better, Cheaper, and Fairer Health Care</i>. New York: Penguin Press.</p> <p>Post-Reading "The Big Question: What is the Most Pressing Health Crisis and How Can it be Solved?" <i>World Policy Journal</i></p>
Week 2	Epidemiology of health and illness. What are the burdens of infectious disease: TB, malaria, immune disorders, and other diseases in the developed and developing world? Sources of health data.	<p>Pre-Reading <i>Plagues and Peoples</i>. "Educate Your Immune System" http://tinyurl.com/z3dmfyr</p> <p>Post-Reading "The Challenge of Global Health" Foreign Affairs</p> <p>World Health Organization Data, http://www.who.int/gho/en/</p>
Sept. 4: Labor Day holiday		
Week 3	What is the interplay among development, poverty, and health?	<p>Pre-Reading AIDS and the Ecology of Poverty (E. Stillwaggon); Chapters 1 and 2.</p> <p>HIV's slow retrenchment. <i>The Economist</i>. June 4, 2016.</p> <p>Post-Reading: "Defining Poverty: Where to Begin?" Pp. 80-94 in Dinitto</p>

Tuesday Sept. 12 7-8pm	University Lecture Series – Research that Changes the World “To Your Health!” Patricia Carter, School of Nursing	Bass Concert Hall https://ugs.utexas.edu/uls
Week 4	Cultural determinants of health Livestream Lecture: <i>How Place and Space Matter among Aging Latinos</i>	Pre-Reading “Global Health: The Price of Being Well”. <i>The Economist</i> . “The Cuban Paradox.” <i>Harvard Public Health Review</i> Post-Reading “Face’ and the embodiment of stigma in China: the cases of schizophrenia and AIDS”. <i>Social Science and Medicine</i>
Week 5 Sept. 20	Government response to health threats. Guest Lecture, Jeff Taylor, Chief, Austin Travis Health and Human Services, Epidemiology and Disease Surveillance	Pre-Reading “Emerging Infectious Diseases: Review of Local, State and Federal Disease Surveillance Efforts” Post-Reading Skim the <i>2012 Annual Report</i> from the Austin State Health Services Infectious Disease Control Unit www.dshs.state.tx.us/hivstd/reports and Austin-Travis County website www.austintexas.gov/department/epidemiology-and-disease-surveillance
Part II. Target Groups and Special Populations		
Week 6	Health Care for All? The Affordable Care Act Working but Uninsured in the U.S.	Pre-Reading “The Cost Conundrum.” <i>The New Yorker</i> , June 1 Post-Reading “The Ethics of the Affordability of Health Insurance.” 2011. <i>Journal of Health Politics, Policy and Law</i> (2011) 36(5): 887-896. “The Moral Foundations of Health Insurance.” 2007. J.P. Ruger. QJM. (optional)

Week 7	Migration and disease; The AIDS Highway; Sex workers and the new economy. How does society control sex? Is it a government issue? A personal matter?	<p>Pre-Reading</p> <p>“Sex Trafficking Sexual Risk, STI, and Reproductive Health among FSW in Thailand.” 2011. http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3521618/</p> <p>“The Role of Sex Trafficking in HIV.” 2013. http://www.nytimes.com/roomfordebate/2013/11/28/how-will-aids-be-eradicated/the-role-of-sex-trafficking-in-hiv (optional)</p> <p>Post-Reading</p> <p>“HIV/AIDS Epidemic in China Spreads Into the General Population”. Population Reference Bureau. http://www.prb.org/Publications/Articles/2003/HIVAIDSEpidemicinChinaSpreadsIntotheGeneralPopulation.aspx</p> <p>“Lesotho Aids diary”. BBC News: http://news.bbc.co.uk/2/hi/africa/7697831.stm</p>
Oct. 13	First hourly exam	
Week 8	Growing pains: Adolescents at risk.	<p>Pre-Reading</p> <p>“Mandatory HPV Vaccination: Public Health vs Private Wealth.” <i>Journal of the American Medical Association</i>.</p> <p>Post-Reading</p> <p>“Protecting the Next Generation: Adolescent Sexual and Reproductive Health”</p>

Week 9	International women's health issues. Is female cliterectomy (removal of clitoris) comparable to other religious practices? Should Western societies permit this cultural tradition?	<p>Pre-Reading "Female Genital Circumcision (FGC); An End to Female Genital Cutting?" <i>TIME</i> http://tinyurl.com/z37ndqp</p> <p>"The Unkindest cut" <i>The Economist</i>. June 18, 2016.</p> <p>Post-Reading "Voices Rise in Egypt to Shield Girls From an Old Tradition"</p>
Week 10	Social control and mental health. Is alcoholism a character disorder or psychiatric disease?	<p>Pre-Reading "Mental Health Services Then and Now." <i>Health Affairs</i>;</p> <p>"Empowerment and partnership in mental health." <i>The Lancet</i>, Vol. 379: 201-2.</p> <p>Post-Reading "The French Paradox." The Marin Institute.</p>
Nov. 1	GIH – GEM	LBJ Museum, "Great Society Exhibit" (see Canvas for selected readings)

Part III. Health Systems and Health Care Reform		
Week 11	The politics of U.S. health care reform. What are the characteristics of an ethical health care system; prevention versus treatment.	<p>Pre-Reading "The New Architects of Health Care Reform." <i>Health Affairs</i>.</p> <p>Post-Reading "Letting Go: What should medicine do when it can't save your life?" <i>The New Yorker</i>.</p>

Week 12	Comparisons of health and welfare systems. How do developing countries vary in their attempt to deliver health care?	<p>Pre-Reading “Why Doesn’t The US Have a European-Style Welfare State?” <i>Harvard Institute of Economic Research</i>.</p> <p>“Is Europe’s Health Care Better?” <i>Businessweek</i></p>
Week 13 Thanks-giving break Nov.22-24	What is the role of international agencies NGOs, and civil society in public health reform? Does spending equate with progress?	<p>Pre-Reading “Ebola: Implications for Global Health Governance” http://tinyurl.com/zo4yetp (p. 3-10 at this link)</p> <p>Post-Reading “Defining and Refining International Donor Support for Combating the AIDS Pandemic” <i>The Lancet</i>.</p>
Week 14	What are the biggest and most critical health care challenges and opportunities for the twenty-first century?	<p>Pre-Reading “How to Promote Global Health.” <i>Foreign Affairs</i>.</p> <p>Post-Reading “Health Care Now.” <i>New York Times</i>.</p>
Week 15 Mon. Dec. 11 – last class day	How can we make societies healthier in the future?	<p>Pre-Reading “The U.S. Global Health Initiative: Issues and Perspectives.” <i>U.S. Global Health Policy</i>.</p> <p>Post-Reading “Catastrophic and caregiving: the failure of medicine as an art.” <i>The Lancet</i>.</p>
Monday, Dec. 11	LAST CLASS DAY	Course wrap-up
Dec. 6	SECOND HOURLY EXAM	

GEMS of the University

Field Trip

“President Johnson and the War on Poverty”

We will visit the LBJ Library on Wednesday, November 1 from 2-2:50 p.m. The LBJ Presidential Library and Museum is one of the crown jewels of our University <http://www.lbjlibrary.org/>. The purpose of this signature “GIH-GEM” is to learn more about President Johnson’s social policy initiatives and the Great Society era, particularly in regard to his landmark health care legislation for the poor, the old, and people with disabilities. To make the most of our museum tour, we will hear a lecture by the LBJ Presidential Library Education Director. After a Q&A session, you are free to visit the “Great Society” exhibit located in The Legacy Gallery.

Directions

The LBJ classrooms are located on the LBJ Auditorium/Bass Lecture Hall level. Please enter through the south doors to the auditorium. The classrooms are up the short flight of stairs (or the elevator) and across the hall. For directions and campus map click on

<http://facilitieservices.utexas.edu/buildings/UTM/0113>

Important

Please bring a pen or pencil with you and something (e.g., a notebook) to write on for a short quiz.

Supplemental Library Resources

Click on <https://www.youtube.com/watch?v=x4Qc1VM80aQ> where you can listen to the “Great Society” speech or read the text here <http://www.presidency.ucsb.edu/ws/?pid=26262>. The short reading on Medicare by Lawrence Jacobs provides additional background information and may also be of interest to you <http://jhpl.dukejournals.org/cgi/reprint/32/2/159.pdf>.

Discussion Section Schedule and Due Dates

Guidelines

You will be required to write **five response papers**, one from each of the three course modules (“Defining the Problem Globally; a health-data literacy exercise”, “Target Groups and Special Populations”, and “Health Systems and Health Care Reform”), and a book review on one of the books found on p. 2-3 of the syllabus. In the fifth paper, you will be asked to respond to the following question: “How do global inequalities and health relate to your own field of study and/or interests?” The papers should be thoughtful reflections of 500-700 words that demonstrate a serious engagement with one or more of the issues considered in that day’s discussion group.

Each student will be asked to answer a specific question with each essay. Questions will be posted on Canvas in advance of the response essay due date.

Response papers must conform to a standard 5-paragraph essay format. They must also be typed, double spaced, and in 12-point Times New Roman font. Your name, TA name, date, response essay number (1, 2, 3, 4, or 5), and the page number should appear on every page. All pages must be stapled or paper-clipped in the left-hand corner.

On the last page of your response essay, please type the following statement. “I certify that this response essay was written entirely by me and that the ideas expressed in it are completely my own.” Sign your full name afterwards.

The format of your paper should include answers to the following questions:

- 1) What important question(s) was raised by that particular discussion?
- 2) How does this question(s) relate to the assigned reading that was given?
- 3) How does this issue/question relate to your own experience and to current events of today’s world?

You will make an oral presentation on two of the five response papers. The two oral presentations will be:

- 1) A Group Presentation: Students will work together to create a Power Point presentation featuring their selected book. The group book presentation will guide the discussion for that day by providing a short synopsis of what issues and topical areas are covered and a brief critique determining the significance of the findings.
- 2) An Individual Presentation: On the last day of discussion section, each student will individually present their Response Paper #5, which addresses the following question: “How do global inequalities and health relate to your own field of study and your career interests?”

Your TA will cover more specific information about the content of the papers and how to best prepare

your oral presentations. Please contact your TA if you have further questions.

Below is the schedule of due dates for your response papers and oral presentations:

Schedule

Friday, September 1

- TA Overview and Introduction
- Student Selection of Book for Discussion Group

Friday, September 8

- Preliminary Discussion of *Healing of America*

Friday, September 15

- Debate of *Healing of America*
- Quick Write (Equity Versus Choice?)

Friday, September 22

- TA will assign Response Paper #1
- Searching for and Evaluating Health Data- Part 1

Friday, September 29

- Class discussion of Health Data Usefulness- Part 2
- Response Paper #1 due

Friday, October 6

- TA will assign Response Paper #2

Friday, October 13

- First Hourly Essay Exam

Friday, October 20

- Class Discussion of Response Paper #2
- Response Paper #2 due

Friday, October 27

- TA will assign Response Paper #3

Friday, November 3

- Group Presentations of Book Report, Response Paper #3
- Response Paper #3 due

Friday, November 10

- TA will assign Response #4

Friday, November 17

- Class Discussion of the “Great Society” and European Welfare Crisis
- Response Paper #4 due
- TA will assign Response Paper #5

Friday, November 24

- No class, Thanksgiving Holiday

Friday, December 1

- Exam Review
- Response Paper #5 due
- Individual Presentations on Response Paper #5

Wednesday, December 6

- Second Hourly Exam

Note

Writing resources for a good organizational starting point for your short papers: UT Writing Center:

<http://uwc.utexas.edu/>

Five Paragraph Essay Tips: <http://homeworktips.about.com/od/essaywriting/a/fiveparagraph.htm>

Essay Components: <http://www.edb.utexas.edu/pbl/ESOL/index.htm>

Academic support is available at the Sanger Learning Career Center: <https://ugs.utexas.edu/slc> Call for an appointment: 512-471-1217. Drop-ins are also welcome on Monday-Thursday, 11am-10pm; Friday, 11am - 3pm; Sunday 5pm-10pm.

Evaluation

Each response essay is worth 10 points total. The five essays will count for 50 percent of your final grade. You will be evaluated on the following criteria.

- Strength of arguments: 3 points
- Use of evidence: 2 points
- Organization of paper: 2 points
- Grammar, spelling, and style: 2 points
- Adherence to the rules of the assignment: 1 point

Remember that clarity, neatness, spelling, and structure count in earning full credit. Staple or paperclip all papers in the upper-left hand corner. These are due on the date assigned. No late papers will be accepted.

Assignment #1 - Searching and Evaluating Health Data
Due date: September 22

Developing information literacy skills is one of six core objectives of the signature courses. An important goal of this assignment is to learn how to weigh the value of different sources, including those with opposing viewpoints by asking the right questions (e.g. What is the source of the information? Why is the information on-line? Who wrote the article and what is the point of view of the writer? How recent is the information? How does the website compare with other sources?).

In your Friday discussion group, you will learn how to effectively search for and evaluate health information including, but not limited to, traditional print and electronic sources. By the end of class, students will acquire a working proficiency in 1) how to identify possible health information sources and 2) how to filter data by evaluating the source of information for accuracy, currency, and bias.

You will focus on data from Healthy People 2010 (<https://www.healthypeople.gov/>) and examine racial/ethnic/gender differences in leading causes of disease and death. The class will then explore how one might ask if such information is available for other countries. The main objective of the discussion is to ascertain how to conduct a systematic search for information.

Response Essay

In the United States, what would be the most appropriate set of indicators to assess the impact of diseases (disease burden) on the population? Why? Choose another country in the developing world and compare your indicators. What are the similarities? In the least developed world, would there be any other differences?

Possible indicators would be, for example:

- Mortality and morbidity (World Health Organization)
- Gross national income (World Bank)
- Risk index (UNICEF)
- Access to primary education and health care
- Emerging threats (HIV) – International Journal of Epidemiology; National Institutes of Health (NIH) Global AIDS Initiative
- Life expectancy (World Health Organization, Centers for Disease Control)

[Here](#) is a link to sources for relevant background information, statistics, and databases. In addition, the guide includes tips for creating a research strategy and resources for writing and citing, as well as other methods for finding useful information.

Feel free to contact your resource librarian with specific questions concerning the University Library reference services. He is able to meet in person by appointment.

Joseph Dobbs

UGS Course Librarian

Perry-Castañeda Library (PCL) 3.312F

jwdobbs@austin.utexas.edu 512.495.4224

Assignment #2

Simulation Exercise

Please come prepared to class on Friday, October 20 ready to participate in a lively and analytic discussion.

Pepe and the Pandemic

It is May 2010 (six months before the mid-term congressional elections), and the tragic story of little Pepe and his family has captured America's imagination and put enormous pressure on Congress and the President to pass comprehensive health reform legislation (after a year of being stalled in Congress).

Four-year-old Pepe, born in the United States but whose parents came into the country several years ago to work without documents, died some weeks earlier due to the effects of Leukemia. When Pepe started feeling ill, his parents, who did not have any health insurance, wanted to take him to a hospital in a suburb near Phoenix, Arizona, where they live, but were afraid of deportation due to the increasing number of anti-immigrant operations conducted by Maricopa County Sheriff, Joe Arpaio. Instead, they took Pepe to an under-funded and over-demanded community clinic.

Pepe underwent several tests at the community clinic. After testing, the doctor declared that he had a non-threatening stomach ailment. In the following weeks, Pepe's health deteriorated and when he was finally treated at a hospital, it was too late to save his life. The subsequent investigation found out that Pepe had been misdiagnosed. It was determined that he had Leukemia that was misdiagnosed due to lack of proper laboratory test materials at the community clinic, which has seen a considerable increase in patients but not in additional funding over the previous year. The media's coverage of the story generated a strong reaction and public opinion started to shift rapidly in favor of putting an end to the Congressional stalemate and to pass healthcare reform legislation. However, despite mounting public pressure, Congress still disagrees on some details about the cost of the healthcare package.

President Obama decided to call a meeting with the Secretaries of the Departments of Health and Human Services and Treasury along with Congressional Leadership to work out the last details of the new plan that he is going to propose and for which he desires bipartisan support. However, two days before the meeting new developments occur: Brazil's government has announced they have discovered several hundred cases of a new variant of the H1N1 flu virus, which is spreading incredibly quickly and with a mortality rate not seen before. The U.S. soccer team has just finished a visit to Brazil, along with three other national teams, to play friendly games in preparation for the approaching World Cup. It is suspected that several of the passengers on the plane carrying the U.S. soccer team back to Chicago could have been infected.

President Obama then decided to change the nature of the meeting and included the Director of the Centers for Disease Control (CDC) and the Secretary of State. Through videoconference,

Brazil's President and the Director of the World Health Organization (WHO) attended part of the meeting. The Director of the CDC has communicated to the President that through their research and in cooperation with a major pharmaceutical firm, it is likely that they would be able to produce a vaccine for the new variant of H1N1 in very short time, but only at very limited quantities. Somehow, this information has leaked to the Director of the WHO, who suggests that the United States should share the vaccine with Brazil. The leak has also reached the Congressional Leadership, which insists that it should be provided to Americans first.

The costs of mass-producing this particular vaccine are estimated to be hundreds of billions of dollars. However, a pandemic could also cause hundreds of billions of dollars in losses in the economy. Because of the economic impact, which would severely decrease the tax monies available to fund government-supported healthcare, both financial and economy costs threaten to derail support of the President's new healthcare proposal. Equally, citizens, corporations, and the government are concerned with the rising costs of healthcare and the impending threat of economic collapse due to continued funding of a broken healthcare system. Given Pepe's story and its traction in the press, the iron is hot to strike for healthcare reform.

Your task

The objective of the meeting will be to decide which issue – responding to a public outcry for domestic healthcare reform or addressing the potential pandemic – has priority, to define a solution to address that priority issue, and to determine the correct strategy for implementing that solution. The President is asking that each person at the meeting indicate what the main problem is from their agency's perspective, what the priorities should be in addressing that problem, and to offer some solutions and a strategy to implement them. By the end of the meeting, the President must be able to direct public funds appropriately and make a public statement about the status of healthcare reform, the potential pandemic, and the solution supported by the government and by Congress – if any.

Background Information

Brazil's government informed the United States government and the WHO that in the past two weeks they detected through their surveillance systems around 800 cases of what has been declared a new variant of the H1N1 virus.

- Brazil informed also that they have confirmed 250 deaths among those who have been infected with the new variant of the virus.
- As of October 18, 2009, the WHO reports 414,945 known cases of H1N1 around the world and 4,999 deaths. http://www.who.int/csr/don/2009_10_23/en/index.html
- In 2008, Brazil was the 11th largest trading partner of the United States, with total trade amounting US\$63.4 billion. In 2009, Brazil was en route to become the 10th most important partner. <http://www.census.gov/foreign-trade/statistics/highlights/top/top0812yr.html>
- Arizona is the fifth state with the largest percentage of uninsured children (0-18 years): 15.3% (below Texas, Florida, Nevada, and New Mexico).
<http://www.statehealthfacts.org/comparetable.jsp?ind=127&cat=3>

- Arizona is the seventh state with the largest percentage of uninsured children (0-18 years) living under the line of poverty: 24.2% (in the entire United States it is 18.1%)
<http://www.statehealthfacts.org/comparetable.jsp?ind=128&cat=3&sub=177&yr=134&ty p=2>

Instructions

The President has requested a two-page (it can be up to three but NOT more), double-spaced memo (12-point font, minimum 1-inch margins) from each of his advisors. You will be assigned a role to play for the simulation (see Roles below). Your memo should first include a very brief assessment of the situation. Then it should include your views, as representative of the agency you are assigned to, of the key issues and priorities with which your agency must deal. Finally, it should include a proposal of options and actions (as well as potential complications) to deal with the situations at hand.

Format

The deadline to deliver the memo will be in class on **Friday, October 20**. Each role will be assigned to two different people, but each person must prepare and turn in a memo individually. During the two days preceding submission of individual memos, please be in communication with the other person who had the same assigned role as you to coordinate for Friday's (October 21st) meeting and present a common position for your agency.

On Friday, October 20, we will start discussion class with the simulation. Each agency will have two minutes to state their priorities and assessment of the situation (do not repeat the story since we all know it, but how these things are important from your perspective). We will continue with approximately seven minutes for questions. Then we will have a second round of two-minute presentation per agency (the second person assigned) to issue your recommendations. We will close with a last round of seven-minute discussion of such recommendations.

Roles

Department of Health and Human Services
Department of Treasury
Department of State
Department of Homeland Security
Centers for Disease Control
Congressional Leadership
World Health Organization
Brazil's government

Some Useful Links

- Department of Health and Human Services: <http://www.hhs.gov/secretary/about/index.html>
- Department of Commerce: <http://www.commerce.gov/>
- Department of Treasury <https://www.treasury.gov/Pages/default.aspx>
- Office of Management and Budget <https://www.whitehouse.gov/omb>
- Department of State <http://www.state.gov/>
- Centers for Disease Control <http://www.cdc.gov/>
- Department of Homeland Security <http://www.dhs.gov/>
- Testimony of Secretary Napolitano Before the US Senate Committee on Homeland Security and Governmental Affairs, "H1N1 Flu: Monitoring the Nation's Response"
<https://www.dhs.gov/news/2009/10/23/testimony-secretary-napolitano-united-states-senate-committee-homeland-security-and>
- World Health Organization: Pandemic (H1N1) 2009 information
<http://www.who.int/csr/disease/swineflu/en/> http://www.who.int/csr/don/2009_10_23/en/
- US Census Bureau <http://www.census.gov/foreign-trade/balance/c3510.html>
<http://www.census.gov/foreign-trade/statistics/highlights/top/top0908yr.html>
- Kaiser Foundation (comparative state health facts) <http://www.statehealthfacts.org/index.jsp>
- American Journal on Public Health <http://ajph.aphapublications.org/toc/ajph/99/S2>
- Government of Brazil <http://www.brasil.gov.br/>; <http://www4.planalto.gov.br/legislacao>

Due Date: October 20

Assignment #2 (continued)
Simulation Memo: Peer Evaluation Grading Rubric
UGS 303: Global Inequalities and Health

NAME OF STUDENT EVALUATOR _____

NAME OF PEER _____

Criteria	Distinguished	Proficient	Basic	Unacceptable
Workload 3 points	Did full share of the work or more; knows what needs to be done and does it; volunteers to help others.	Did an equal share of the work; does work when asked; works hard most of the time.	Did almost as much as others; seldom asks for help.	Did less work than others; doesn't get caught up after absence; doesn't ask for help.
Getting Organized 1 points	Took the initiative proposing meeting time and getting group organized.	Worked agreeably with partner(s) concerning times and places to meet.	Could be coaxed into meeting with other partner(s).	Did not meet partner(s) at agreed times and places.
Participation in Discussions 1 points	Provided many good ideas for the unit development; inspires others; clearly communicated desires, ideas, personal needs and feelings.	Participated in discussions; shared feelings and thoughts.	Listened mainly; on some occasions, made suggestions.	Seemed bored with conversations about the unit; rarely spoke up and ideas were off the mark.
Meeting Deadlines 1 points	Completed assigned work ahead of time.	Completed assigned work on time.	Needed some reminding; work was late, but it didn't impact grade.	Needed much reminding; work was late and it did impact quality or grade.
Showing up for Meetings 1 points	Showed up for meetings punctually, sometimes ahead of time.	Showed up for meetings on time.	Showed up late but it wasn't a big problem for completing work.	No show or extremely late; feeble or no excuse offered.
Providing Written and Verbal Feedback 3 points	Habitually provides dignified, clear, and respectful feedback.	Gave feedback that did not offend.	Provided some feedback; sometimes hurt feelings of others with feedback or made irrelevant comments.	Was openly rude when giving feedback.

TOTAL points: _____ (out of 10)

Source: B. Frandsen, 2004. Participation Rubric for Group Development, <http://cut-communication-skills.wikispaces.com/file/view/RUBRIC+Student+Rubric+for+Evaluating+Group+Work+pdf.pdf> Accessed 11 August 2017.

Assignment #3

Book Review

This assignment is designed to help you write a critical book review.

Goals and Objectives

1. To understand selected issues related to global inequalities and health.
2. To gain experience in writing a critical essay that evaluates and considers the viewpoint of the author in the context of other issues and ideas you have learned inside and outside of class.
3. To discuss your book review with others who read the same book and develop a group presentation.

Book Selection

Early in the semester, you will choose one of the books to review from the following list. Each section will determine the selection process for choosing one of the books below. You can obtain these books either through on-line purchase from Amazon.com, the PCL, or sharing a copy of it with your peer.

Tracy Kidder	<i>Mountains Beyond Mountains: The Quest of Dr. Paul Farmer, A Man Who Would Cure the World.</i> New York: Random House; 2004.
Anne Fadiman	<i>The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures.</i> New York: Farrar, Straus and Giroux, 2012.
Paul Farmer	<i>Reimagining Global Health: An Introduction.</i> University of California Press, 2013.
Helen Epstein	<i>The Invisible Cure: Africa, the West, and the Fight Against AIDS.</i> New York: Farrar, Straus, and Giroux; 2007.
Aaron Cohen and Christine Buckley	<i>Slave Hunter: One Man's Global Quest to Free Victims of Human Trafficking.</i> New York: Simon & Schuster; 2009.
Charles Bowden	<i>Murder City: Ciudad Juarez and the Global Economy's New Killing Fields.</i> New York, NY: Nations Books; 2010.
Michael Montoya	<i>Making the Mexican Diabetic: Race, Science, and the Genetics of Inequality.</i> Berkeley, CA: University of California Press; 2011.

- Anne Firth Murray *From Outrage to Courage: Women Taking Action for Health and Justice.* Monroe, ME: Common Courage Press; 2008.
- Francis Delpeuch et al. *Globesity: A Planet Out of Control?* Routledge, 2009.
- David. J. Morris *The Evil Hours: A Biography of Post-Traumatic Stress Disorder.* Eamon Dolan/Houghton Mifflin Harcourt, New York; 2015.

Requirements

Written Essay

Each student will write a 500-700 word essay that provides a critical review of the chosen book. Please see page 12 of the syllabus for formatting requirements. In general, your essay should identify specific strengths and weaknesses of the book you are reviewing, and explicitly state the reasons why they are strengths and weaknesses. In addition, the essay should put the book in the context of its importance, relevance, and connection to global inequalities and health and the class as a whole. This section should be the longest part of your paper. A helpful discussion of how to write a scholarly book review is available from the University of North Carolina Writing Center: <http://writingcenter.unc.edu/handouts/book-reviews/>.

Oral Presentation

You will have the opportunity to form a group within your section early in the semester with your peers who choose the same book. Each group will organize and present a 15-20 minute report on the book and your joint (group) and individual evaluations of it. Every student in the group must speak during the presentation.

Due Date: November 3

Assignment #3 (continued)

POINTS	Book Review – Evaluation
10	<p>Exceptional work. Student employs a creative and comprehensive exploration of the book and its societal impacts; offers cogent arguments and well thought out explanations supported by evidence; synthesizes material; explains “why” as well as “how” and “what”. Very clear. Any citations have no significant errors. Organization: Organization enhances the paper; the introduction invites the reader to begin. The paper is well-focused and has an interesting thesis; there is a smooth transition among all elements (sentences, paragraphs, ideas). The conclusion goes beyond restating the obvious. The writing style is engaging, and the paper has no significant grammatical or spelling errors.</p>
8	<p>Good work. Student exploration of the book and societal impacts is average and arguments and explanations are average with some evidence; moderate synthesis of material; explains “how” or “what” but “why is not convincing. Any citations have minor errors.</p> <p>Organization: This review has a useful introduction and a focused thesis. It is unified and coherent paragraphs support the thesis; transitions are smooth. The conclusion is competent. The writing style is clear and the paper has no significant grammatical or spelling errors.</p>
6	<p>Below average work. Student exploration of the book and societal impacts is below average; arguments and explanations are unconvincing and unsupported by evidence; little synthesis of material; explains “how” or “what” but not “why”. Any citations have major errors, and are mostly popular in nature.</p> <p>Organization: Overall organization is inconsistent. This paper has a general introduction and vague thesis; has incoherent paragraphs that bear little relevance to the thesis. It is missing transitions; choppy. The conclusion is inadequate. The writing style is unclear, and the paper has significant grammatical or spelling errors.</p>
4	<p>Poor work. Student exploration of the book and societal impacts is below average; arguments and explanations are unconvincing; no synthesis of material, merely summaries. No overall coherence. Citations have major errors and are either mostly popular in nature or non-existent.</p> <p>Organization: The paper lacks coherence. It has no introduction or thesis, no transitions, no clear introduction-middle-conclusion. The writing style is unreadable, and the paper has significant grammatical or spelling errors.</p>
0	Assignment not turned in.

Source: http://docs.google.com/View?id=dhdmjmk3_88ft6d86hk

Assignment #3 (continued)

Criteria for Evaluating Book Review

I. Content

1. Introduction

- a. Do you (the reviewer) state the purpose, problem, or question considered by the book?
- b. How do you (the reviewer) convince the reader that the review is worth reading?

2. Body

- a. Is there evidence that you (the reviewer) read and analyzed the book? Are your assumptions logical and spelled-out?
- b. Presentation of evidence
 1. Do you deal adequately with contradictory evidence?
 2. Do you provide multiple sources for your evidence?
 3. Is your evidence relevant to the purpose stated in (1a)?
 4. Are your arguments plausible?
- c. Background information
 1. Did you provide enough information to familiarize the reader of the review with the book/topic?
 2. Did you avoid unimportant background material?
- d. Is your review easy to follow and well organized?
- e. Do you (the reviewer) deal with the thesis set up in the introduction (1a)?

3. Conclusion

- a. Do you (the reviewer) summarize the findings adequately?
- b. Is your conclusion directly related to the questions asked in the introduction?

II. Connection to Class

1. Evidence that the class materials have been read and understood (citations, references)
2. Application of lecture materials or assigned readings to the review (citations, references)

III. Form

1. Spelling
2. Grammar
3. Appropriate use of words
4. Paragraph form: Are ideas presented in coherent order?
5. Citations: Are borrowed ideas and statements given credit? Is the form of citation understandable and concise?

(adapted from McKeachie's Teaching Tips, 11th edition, 177)

Assignment #4

Debating Health Systems in Context

For paper four, please write a 500-700 word analytical essay, double spaced, 12 pt. font, one inch margins, no more than three pages on one of the following topics. In the essay, we are looking for your ability to examine a given situation and to provide conclusions derived from your evaluation. Select from the following options:

Option #1

Examine the healthcare system of a given nation of your choosing and compare and contrast a specific aspect of that system. In your analysis, discuss the medical typology of the system, including disease and death (major causes of death and life expectancy); history and culture (government structure); economic structure and economy; public versus private (health care and health care services); specializations (physicians and hospitals); health care integration, rationing and planning, financing, and effectiveness (medical decision-making and health risk assessment). Also, discuss your impressions of the successes and failures of the system. What lessons, if any, can we learn from looking at other countries' experiences? See health system PowerPoint one (on Canvas) for more guidance and examples.

See Capell (2007) for one perspective: <http://www.bloomberg.com/news/articles/2007-06-13/is-europes-health-care-better-businessweek-business-news-stock-market-and-financial-advice>

Option #2

Some people argue that universal access to healthcare should only include preventative care. Others suggest that it should include all levels of attention (primary, secondary, tertiary) and include conditions such as mental health. Assume you are an expert in public health and you are asked to testify in a Congressional hearing about a universal healthcare option. Based on what we have learned in class, what would be your preferred position between these two options? (Or provide a third alternative if you prefer). Think about the interaction of poverty, culture, economic growth, and public health as you argue your position. Justify your position and use external sources to support your argument. For your essay, you may consider a particular disease, its place in a more universal healthcare system, and the ethical and moral dilemmas associated with treating disease.

Possible essay format:

Provide a brief history of the disease. Within your brief history, think about addressing the following questions:

- What is the nature of the health problem (disease, illness, sickness, medical condition)?
- Is there a certain or special population that is affected by the disease?
- Does the disease have any social status or stigmas?

- Do treatments exist for the disease?
- What are the treatments?
- What are the costs (direct and hidden) of the treatments?
- What are the politics surrounding the disease (if any)?
- What are the ethical dilemmas surrounding the disease (if any)?

Give an explanation of why or why not this disease, given its history and its political and ethical dimensions, should or should not be covered within the universal system and, if so, how it will be covered (who will pay, how services will be rationed, what the limits are to coverage, etc.).

You may choose your own disease, or focus on one of the following:

- Obesity • Diabetes • Depression • Schizophrenia • HIV/AIDS • Sexually transmitted infections • Lung cancer correlated with smoking • Alcoholism • In-vitro fertilization • Bariatric surgery

Due Date: November 17

Debating Health Systems in Context
Debate Evaluation Rubric

Category	4	3	2	1	Total
Respect for Opposing View	Opposing views well integrated; limitations were thoughtfully acknowledged and used to strengthen arguments.	Some limitations of opposing views were acknowledged and used to strengthen arguments.	Some limitations of opposing views were acknowledged, but <i>not</i> used to strengthen arguments.	Opposing views were not acknowledged.	
Information	All information presented was clear, accurate and thorough.	Most information presented was clear, accurate and thorough.	Some information was clear and accurate, but was not thorough.	Information had some major inaccuracies OR was usually not clear.	
Use of Facts/ Statistics	Every major point was well supported with <i>several</i> facts, statistics and/or examples.	Every major point was adequately supported with relevant facts, statistics and/or examples.	Some points were supported well, others were not.	Most points were not supported.	
Organization	All arguments were clearly tied to an idea (premise) and organized in a tight, logical fashion.	All arguments were clearly tied to an idea (premise) but organization was sometimes not clear or logical.	Arguments were <i>not</i> tied well to an idea.	Arguments were <i>not</i> tied to an idea at all.	
Understanding of Topic	Clearly understood the topic in depth and presented information convincingly.	Seemed to understand main points of the topic and presented those with ease.	Seemed to understand main points, but didn't present with ease.	Did not show adequate understanding of the topic.	
TOTAL SCORE: _____/2 = ___ out of 10					

Source: Adapted from <http://course1.winona.edu/shatfield/air/classdebate.pdf> last accessed 8/22/17

Assignment #5

Your final assignment is to write a reflective essay or a short research abstract. Select from the following options:

Option #1

Reflective Essay. This assignment requires that you provide an evaluation of your experience in the course and highlight some of the ideas which were the most prominent to you from the course materials, class activities, and small group discussion. Remember that your essay, which should be about 500-700 words, will be evaluated on quality of writing, engagement with course concepts, and meaningful reflection.

Questions to consider while drafting your essay:

- In what ways do global inequalities and health relate to your own field of interest or college major(s)? [If you are still undeclared or undecided, reflect on what it is that interests you most about the course as it pertains to your own life, program of study, and future career plans.]
- In what ways has the coursework influenced your perspective and opinions about global inequalities and health?
- What have you learned and how will you move forward?

Option #2

Research Abstract. An abstract is a short summary of the paper that provides an overview of the question addressed, the data employed (if the piece is empirical), the analytic approach, the major findings, and implications. In this assignment, you will decide on a topic of research that is relevant to the course and compile a bibliography. For the abstract, you will describe the objective of the research paper and the methods you would hypothetically use in your research proposal.

An abstract should be no more than 250 words and will be evaluated on the quality of writing, engagement with course concepts, and creativity. The writing must be concise and to the point since one has such limited space. The bibliography should include at least 10 citations and will be graded on correct formatting and citation, relevance, and variety of sources.

A helpful breakdown of what an abstract is, when to use it, and how to write it effectively can be found at the UNC Writing Center: <http://writingcenter.unc.edu/handouts/abstracts/>

Due Date: December 4

TA
Option #1 Response Essay: Grading Rubric
UGS 303: Global Inequalities and Health

NAME: _____

RESPONSE ESSAY (circle one): 1 2 3 4

Strength of arguments (3): _____

Use of evidence (2): _____

Organization of Paper (2): _____

Grammar, spelling, and style (2): _____

Adherence to rules of the assignment (1): _____

TOTAL points: _____

COMMENTS:

Option #2 Assignment 5: Abstract Grading Rubric

Evaluation	Unsatisfactory	Satisfactory	Outstanding
Introduction (2 pt)	The subject and purpose are obvious.	Author describes the main subject and purpose of the research and indicates why it is important...	...and places the research in a larger topical context.
Methods (1 pt)	Methods are not obvious.	Author describes what they did: data sources and methods of data collection are provided...	...and convinces the reader that the methods employed were appropriate to the research.
Results (1 pt)	Results are not presented.	Author describes what they learned, and provides outcomes for the main results...	...and relates the results to the research question.
Conclusion (2 pt)	Conclusion is unclear.	Author describes the correlation between the research and its results and the anticipated conclusion...	...and describes how this work will contribute to the field.
Language and Conventions (2 pt)	The abstract is wordy and nonspecific	The author uses concise language (no more than 250 words) and cites specific details...	...and makes no errors in language use or conventions.
Citations and Formatting (2 pt)	Fewer than 10 references listed in bibliography and formatting errors.	The author has 10 or more references and are properly cited...	... has a variety of sources (print and internet) and references are relevant to research.

TOTAL points: _____ (out of 10)

*Rubric was adapted from the Office for Undergraduate Research, University of South Florida, Abstract Evaluation Rubric retrieved from: <http://www.lib.usf.edu/undergraduate-research/> on June 2, 2017.

TA Rubric Oral Presentations

In evaluating the oral presentations, consider the following questions:

1. Was the presentation informative?
2. Did it have a clear focus?
3. Was it well researched?
4. How easy was it to follow?
5. Was there a clear introduction and conclusion?
6. Did the student make effective use of PowerPoint slides?
7. Did the student maintain eye contact with all members of the class?

Evaluation Form

excellent (e) good(g) acceptable (a) problematic (p) unacceptable (u)

Content

(To what extent did the presenter convey the)

Strengths and weaknesses of the book E G A P U

Style

(The extent to which the presenter engaged the audience)

Quality of delivery (gestures to accentuate
normal mode of expression) E G A P U

Overall, quality of the oral presentation E G A P U

Total Score: _____/out of 5

COMMENTS

Syllabus Addendum: Sustainability, Ethics and Leadership Flag for Global Inequalities and Health

Global Inequalities and Health is a Signature Course designed to provide an overview of the physical and mental health of human populations, paying particular attention to healthcare delivery systems around the world. The course is divided into three sections. The first third of the course consists of an examination of morbidity and mortality among different social groups in the United States and other nations. The second third of the course focuses on the health of specific subgroups, including children, women, the elderly, native populations, minority groups, and immigrants. The final third of the course focuses on healthcare delivery and different national healthcare systems. As part of the discussion of differential access to healthcare we will examine the basic principles that define equity in healthcare.

The course was adapted to focus on sustainability by assigning weekly readings that address key aspects related to the concept of sustainability as defined by the U.S. Environmental Protection Agency, to wit: “sustainability is based on a simple principle: Everything that we need for our survival and well-being depends, either directly or indirectly, on our natural environment. Sustainability creates and maintains the conditions under which humans and nature can exist in productive harmony, that permit fulfilling the social, economic and other requirements of present and future generations. Sustainability is important to making sure that we have and will continue to have, the water, materials, and resources to protect human health and our environment.” The course syllabus will be updated to underscore already existing foci of GIH in the following areas: 1) inequalities between and among nations; 2) environmental issues, worldwide urbanization, and livable cities; 3) population and health; 4) technology and energy, and 5) the economy and ecology as it pertains to food, pollution, and sustainable futures. This will entail listing a new selection of both pre- and post-readings on the course syllabus, class Canvas website as well as optional contemporary and relevant readings posted on the weekly recap sessions. In addition, students will have an opportunity to fulfill the University Lecture Series requirement with an event focused on sustainability. Finally, students will complete four written assignments and a book review on global issues and social problems that have implications for equity, peace and sustainability.

The table below outlines components of the course (lectures, readings, and assignments) that align with themes in sustainability, ethics and leadership.

Core Course Components	Course Feature	Description and Behavioral Objectives
Inequalities between and among nations	Lecture/ Discussion Session	<p>The course theme emphasizes issues of unequal access and differences in cultural and governmental approaches to healthcare globally. Comparative analysis of inequalities among nations is embedded throughout the course. For example:</p> <p>Week 9 focuses on challenging, but important, questions regarding ethical practices in sexual health among developing nations. Students will learn about international women’s health issues and ask: “Is female cliterectomy (removal of clitoris) comparable to other religious practices? Should Western societies permit this cultural tradition?”</p> <p>Week 12 of the course concentrates on a comparative analysis of inequalities and strengths of healthcare systems between nations in Europe and the U.S.</p>
Readings	<p>Relevant readings include:</p> <ul style="list-style-type: none"> • <i>The Healing of America: A Global Quest for Better, Cheaper, and Fairer Health Care</i>. New York: Penguin Press. • AIDS and the Ecology of Poverty (E. Stillwaggon) Ch.1 • “The Price of Being Well”. <i>The Economist</i>. • “Sex Trafficking Sexual Risk, STI, and Reproductive Health among FSW in Thailand” 2011. • “Mandatory HPV Vaccination: Public Health vs Private Wealth.” <i>Journal of American Medical Association</i>. • “Voices Rise in Egypt to Shield Girls From an Old Tradition” <i>NY Times</i> • “Achieving Health Equity: From Root Causes to Fair Outcomes” <i>World Health Organization</i>. • “The U.S. Global Health Initiative: Issues and Perspectives”. <i>U.S. Global Health Policy</i>. • “Catastrophic and caregiving: the failure of medicine as an art.” <i>The Lancet</i>. 	

Inequalities between and among nations (continued)	Assignments	<p>Assignment #1 – Students will examine racial/ethnic/gender differences in leading causes of death between and among developed and developing countries.</p> <p>Assignment #2 – Students are asked to participate in a simulation activity emphasizing scarcity of a medical resource (H1N1 vaccination) and disparities in access to medical care between the U.S. and developing nations.</p> <p>Assignment #3 – Students will be able to review literature selected from a list of books, many addressing issues of inequality and health among nations.</p> <p>Assignment #4 – Students will provide an analytical review of either a healthcare system or disease in one nation, allowing them to compare their research with their peers and build a robust understanding of inequalities across nations.</p>
Environmental issues, worldwide Urbanization, and livable cities	Lecture/ Discussion Session	Part 1 of the course addresses factors impacting health among populations globally. Health differentials among various national populations are explored and indicators of health discussed include environmental pollution, poverty, and urban resources.

Environmental issues, worldwide Urbanization, and livable cities (con't)	Assignments	<p>Assignment #1 – Students will examine racial/ethnic/gender differences in leading causes of death, identifying correlations with urban ecology, level of development, and environmental health.</p> <p>Assignment #3 – Students will be able to review literature selected from a list of books, many addressing issues related to the environment, urbanization and livable cities.</p> <p>Assignment #4 – Students will provide an analytical review of either a health care system or disease in one nation, providing opportunity to research the impact of environmental health and urbanization on the overall public health in the country.</p>
Population and health	Lecture/ Discussion Session	<p>Part 1 of the course addresses factors impacting health among populations globally. Health differentials among various national populations are explored.</p> <p>Part 2 of the course focuses on special populations and their unique health care concerns. For example, students will spend one week in each of the follow sub-areas: adolescents at risk, women in developing nations, the uninsured, and individuals with mental health disorders.</p>
	Readings	<p>All course readings will discuss physical and mental health differentials and healthcare systems among populations within and among nations globally.</p>

Assignments Assignment #1 – Students will examine racial/ethnic/gender differences in health including leading causes of death between and among developed and developing countries.

Assignment #2 – Students are asked to participate in a simulation activity emphasizing scarcity of a medical resource (H1N1 vaccination), developing a strategy to address a pandemic spreading across populated cities.

Assignment #3 – Students will be able to review literature selected from a list of books, many addressing issues affecting various populations and their health status.

Assignment #4 – Students will provide an analytical review of the history of a health care system or disease in one nation, allowing them to examine multiple health issues impacting the country's population.

Technology and energy	Lecture/ Discussion Session	Part 1 of the course addresses factors impacting health among populations globally. Health differentials among various national populations are explored and indicators of health discussed included environmental pollution, poverty, and access to healthcare technology.
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Readings Relevant readings include:

Reimagining Global Health: An Introduction. University of California Press, 2013.

“The Big Question: What is the Most Pressing Health Crisis and How Can it be Solved?” *World Policy Journal*

“The Challenge of Global Health.” *Foreign Affairs*

“Emerging Infectious Diseases: Review of State and Federal Disease Surveillance Effort”

“Mandatory HPV Vaccination: Public Health vs Private Wealth.” *Journal of American Medical Association.*

“Protecting the Next Generation: Adolescent Sexual and Reproductive Health”

“The New Architects of Health Care Reform.” *Health Affairs*.

Assignments	<p>Assignment #2 – Students are asked to participate in a simulation activity emphasizing scarcity of a medical resource (H1N1 vaccination), developing a strategy for addressing a pandemic which can include technological challenges in health care.</p>
	<p>Assignment #3 – Students will be able to review literature selected from a list of books, many addressing technology and energy challenges in health.</p>
	<p>Assignment #4 – Students will provide an analytical review of the history of a health care system or disease in one nation, allowing them to examine issues related to technological advancement and public health.</p>
<p>Economy and Ecology as it pertains to food, pollution, and sustainable futures</p>	<p>Lecture/ Discussion Session</p>

Part one of the course looks at global issues in health and how they impact the sustainability of nations. For example, week 2 of the course addresses epidemiology of health and illness and course content seeks to build understanding to answer this question: what are the burdens of infectious diseases (such as TB and malaria) in the developed and developing world? This topic allows students to explore how transmission of disease may impact a nation's economic and ecological future.

Readings

Relevant readings include:

"Why Doesn't The US Have a European-Style Welfare State?"
Harvard Institute of Economic Research.

"Is Europe's Health Care Better?" *Businessweek*

"Defining and Refining International Donor Support for Combating the AIDS Pandemic" *The Lancet.*

"Donor Perspectives on Innovative Financing for Global Health."
Brookings Institution.

The Healing of America: A Global Quest for Better, Cheaper, and Fairer Health Care. New York: Penguin Press.

"Defining Poverty: Where to Begin?" Pp. 80-94 in Dinitto "The Price of Being Well". *The Economist,*

"The Cost Conundrum." *The New Yorker,* June 1

"The Moral Foundations of Health Insurance." 2007. J.P. Ruger. QJM.

"The Ethics of the Affordability of Health Insurance." 2011.
Journal of Health Politics, Policy and Law (2011) 36(5): 887-896.

Assignments Assignment #1 – Students will examine racial/ethnic/gender differences in health including leading causes of death, allowing them to explore indicators of health including access to healthy food and exposure to environmental pollution.

Assignment #3 – Students will be able to review literature selected from a list of books, many addressing issues of economy and ecology.

Assignment #4 – Students will provide an analytical review of the history of a health care system or disease in one nation, allowing them to examine issues related to the intersection of health, sustainability and economic growth.

Sustainability, Ethics and Leadership Flag (continued) Global

Inequalities and Health

Additional Notes on Ethics and Leadership within Course Lectures and Discussion:

After a deep dive into the core issues of global inequality and health, the third part of the course will offer students an opportunity to engage in key discussions of leadership and ethical health care practices. Students will critically analyze the politics of U.S. health care reform and grapple with defining the characteristics of an ethical healthcare system; prevention versus treatment.

Additional Notes on Ethics and Leadership within Course Assignments:

Assignment #2 – Students are asked to demonstrate leadership by defining a solution to a H1N1 outbreak impacting multiple populations, under challenging circumstances and with limited resources. Students must also engage in a decision-making process based upon ethical responses to a health crisis acknowledging inequalities in access to medical treatment among nations and potential implications of the chosen strategy on such inequality.

Assignment #3 – Students will have to demonstrate leadership in working with peers and in critically and respectfully analyzing the viewpoints of others.

Assignment #4 – In examining and debating the healthcare systems of different nations, students are required to also provide analysis of ethical issues related to poverty, culture, economic growth and public health.

Assignment #5 – Students will complete a final reflective essay evaluating their experience in the course and reflective on future application of learning in their specific field of interest. Students will thereby take leadership in defining next steps and a direction for college and career plans.

Reflection essays – Each assignment requires a written reflection essay from each student. This exercise prepares students to strengthen their skills in the vital area of concise, effective written communication - a key criteria for demonstrating leadership in future classes and beyond college.

Oral presentations – Students will be asked to make two oral presentations over the course of the semester. This exercise helps students build leadership skills related to motivating groups and presenting compelling arguments in an organized, accessible manner.