



CIEE Global Institute – Paris

Course name:	Global Health and Emerging Diseases
Course number:	(GI) PUBH 3010 PAFR
Programs offering course:	Paris Open Campus
Open Campus track:	Global and Community Health
Language of instruction:	English
U.S. semester credits:	3
Contact hours:	45
Term:	Spring 2020

Course Description

This course is oriented to analyze the current situation of global health and emerging diseases as priority topics that affect population health. Focusing on a global health scenario, the course will deal with the complexities of achieving global coordination, which is needed between multiple organizations to achieve improvements in the respective fields. Three related areas determine global health action: the socioeconomic situation, security, and public health. These issues play out against a background of demographic change, economic development, and urbanization. Infectious diseases remain critical factors, but are no longer the major cause of global illness and death. A global geopolitical and environmental scenario needs to identify how major threats to health have changed in order to devise ways to confront them. Undoubtedly, poverty and social inequality constitute the greatest challenges in addressing health problems at the population level. By learning about different local realities, theoretical frameworks, and specific sets of problems, the class will facilitate a better understanding of those approaches and global health topics.

Learning Objectives

By the end of the course, students will:

- Evaluate the complexity of the social and environmental settings that contribute to the emergence of specific diseases.
- Apply indicators to characterize population health and the relation with diseases risk.
- Examine the current debates regarding global health scenarios, public policies and political decisions related to the control of emerging diseases.
- Link those public policies and political decisions to debates about economic asymmetries and cultural differences between the global north and the global south.

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Course Prerequisites

Students should have completed a level 2000 class in health studies and/or health issues and/or zoonosis prior to taking this course.

Methods of Instruction

This course consists of 13 class sessions, approximately two of which include a field visit or guest speaker. The course will be taught using lectures, seminars, case study projects, and group presentations. Analyzing data, interpreting them, and preparing them for presentation, which plays an important role in this course, will typically be done in groups. For field visits, students will meet with experts and visit private and public health institutions. Students will also do site visits and interviews in Paris and in the greater Paris region. Invited guest speakers will add to the learning experiences of the class. Students will also complete individual and group assignments outside of class time.

Scholarly Sources Policy

You are expected to use scholarly sources for all of your assignments in this course. If you are not sure what a “scholarly source” is or how to find them, please review the student resources section of the Canvas course page. Your home institution’s library and/or writing center likely also has resources on this topic available. You must demonstrate the ability to understand and apply professional scholarly resources available via a library such as library databases and academic journals in addition to the class readings in your writing. Just using resources available via the internet does not demonstrate your ability to find and use scholarly sources. All of the sources used in your writing must be cited correctly in APA style. Failure to use scholarly sources and/or cite your sources correctly in APA style is considered plagiarism and will result in a grade of D or F, depending on the level of plagiarism.

Educational Accessibility

I am committed to ensuring equal access to all qualified students with disabilities in accordance with the Americans with Disabilities Act. If you experience a disability that will impact your ability to access any aspect of my class, please contact me as soon as possible (prior to the start of the course, if possible) so that we can work together to ensure that appropriate accommodations are available to you.

Assessment and Final Grade

Global Health Learning Center Course	10%
Global Health Learning Center Discussion	10%

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Online Discussions	10%
Quick Quizzes	10%
Group Presentation	15%
Final Project:	25%
Paper/Report	17%
Presentation	8%
Participation	20%

Course Requirements

Important: all course assignments must be turned in on time. While students will not be penalised for submissions up to and including 1 hour late,

- Students submitting work from 1 hour and 1 minute late up to and including 24 hours late will be penalised 15% from the assignment;

Student work submitted from 24 hours and 1 minute late onwards will receive a zero (0%) grade.

Global Health Learning Center Course

Students will complete one global health course on the topic of their choosing from the Global Health Learning Center (<https://globalhealthlearning.org>). To begin, students will need to create a personal account by following the instructions in the “Getting Started” section of the site. Then, select a course to complete. Most courses are approximately two hours long and may be completed at your own pace. After completing the online course, students will receive a certificate of completion, which should be downloaded and submitted on Canvas as the “assignment”.

Global Health Learning Center Course Follow-Up Discussion

Following the completion of the Global Health Learning Center course, students will participate in a reflection discussion in Canvas. For the discussion, you should post an initial post describing your course and what you learned. Please see Canvas for a set of guiding questions to which you should respond. Your initial post should be at least 300 words. You should critically reflect on the questions posed and incorporate information from our readings and other sources. Your initial post to the discussion prompt is due within three days after the Global Health Learning Center course assignment due date.

You should then respond to at least two of your classmates’ initial posts. You are strongly encouraged to also respond to all of the responses to your initial post. You are expected to demonstrate university-level critical thinking skills and engage thoughtfully with your classmates. A response of “good job” or “thank you” is not sufficient. Your responses to your



classmates' posts are due within seven days after the due date of the Global Health Learning Center course. All discussions are closed at 11:59pm on the day they are due. No discussion posts are accepted after that time. Please see Canvas for additional assignment instructions and a grading rubric.

Online Discussions

Students will participate in two online discussions related to the course readings to help them prepare for class. For the discussions, you should create an initial post that includes a guiding question based on the class readings for your classmates to respond to. Your question should be open-ended (i.e., not a yes/no question) and seek to create a critical thinking discussion on a topic. Your initial post should begin with a brief (approximately 100 words) background on the subject of your question and then pose the question in a clear and concise manner for your classmates to respond to. Your initial post in the discussion is due prior to class on the day it is due.

Then, in the proceeding days, you will respond to at least two of the questions posed by your classmates in their initial posts. You should critically reflect on the questions and incorporate information from our readings and other sources in your responses. Your discussion responses should be approximately 300 words long and are due prior to class on the day they are due.

You are strongly encouraged to also respond to all of the responses to your initial post. You are expected to demonstrate university-level critical thinking skills and engage thoughtfully with your classmates. A response of "good job" or "thank you" is not sufficient.

All discussions are closed before the start of class on the day discussion responses are due. No discussion posts are accepted after that time and late initial discussion posts will not receive credit. Please see Canvas for additional assignment instructions and a grading rubric.

Quick Quizzes

Students will complete four "quick quizzes", or approximately one per week of the course. The quizzes are unannounced and will take place during the first 15 minutes of the class session. Quizzes are short essay questions based on the readings for class that day or readings/lectures from the previous class sessions. Absolutely no make-up quizzes are given, and all quizzes must be completed during the allotted class time. That is, if you are not in class during the time the quiz is being given, you will not be able to make it up.

Group Presentation

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For the group presentation, you will facilitate, as a group, a case study discussion. A case is a narrative account of a problem (actual or fictional, but realistic) about which communities and policy makers need to make a decision. Students will be placed into groups and assigned a global health case study for review, analysis, and presentation to the class. Your group should meet regularly in the time leading up to the presentation to discuss the case and agree on a proposed solution. You will then present the case, your group's process for decision-making about the problem, and your proposed solution to the class. Group presentations should be approximately 20-30 minutes long and include the following:

- An overview of the case, including additional relevant material as necessary
- Review the major themes and ideas from the scholarly research related to the topic
- Consider the case in relation to the four social theories for global health discussed in class
- Describe the needs, resources, goals, and roles of the various stakeholders in the case
- Offer one or more possible solutions to resolve the problem presented in the case
- Discuss the ethical challenges associated with addressing the problem in the case
- Respond to the primary questions and problems raised by the case, highlighting where there may be significant disagreements (by both stakeholders in the case and within your case study group) in how to resolve the problem.

You may structure your presentation as is most useful for your group, but each member of the group must demonstrate equivalent levels of work in the discussion. The presentation should not simply be a recitation of facts related to the case, but instead a chance to demonstrate the process your group used to consider the major themes in the case and how you went about making decisions for the proposed solution. Please see Canvas for additional assignment instructions, support materials, and a grading rubric.

Final Project: Paper/Report and Presentation

The final project will consist of an oral presentation and a final paper on the same theme. For the project, you will analyze a global health issue or topic of your choice using scholarly, academic sources.

For your final paper, you will imagine that you are a member of newly formed WHO committee that is reconsidering existing strategies to improve the health of the global population. Your task is to address a specific health problem in a particular population and draft a report on it. These reports will serve as background information for discussion and as input for the final WHO recommendation on the issue. You can select a health problem discussed in this course (TB, Malaria, obesity, any issue related to girls' and women's health, etc.) or one of your own choosing. The paper should be coherently structured, show your understanding of the topic, and have adequate referencing. The paper should be

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approximately 2000 words including an introduction, a main body, and a discussion/conclusion, and have a minimum of 10 references (max 3 of the references can be reputable websites) cited correctly in APA style. The accompanying oral presentation should be approximately 10 minutes long, with an additional 5 minutes for responding to questions. A one-paragraph final project topic proposal is due during Session 6. The final paper is due during Session 12, and the associated presentation will be done during either Session 12 or 13 based on the schedule determined by the instructor. Please see Canvas for additional assignment instructions and a grading rubric.

Your paper/report must cover the following topics:

- Global patterns of the health problem
- Biological, lifestyle/ behavioral and social determinants of the health problem
- A priority population that the health problem affects and the determinants and impacts of the problem
- Formulate a strategy that should be chosen to tackle this health problem (make sure to offer a suggestion for improvement of current strategies)
- Reflect on the ethical and political consequences of addressing the problem in the proposed way

Presentation: Advocacy Statement

Using your paper/report as a foundation, develop an advocacy statement, and give a voice to a vulnerable population. Imagine that you are presenting your report and recommendations to a major international organization, such as the United Nations or the OECD. Include a brief description of the health problem, the population, and its vulnerability. Advocate for the rights of your selected population to the necessary social and governmental supports (education, health care, policy change, etc.) Your statement needs to be convincing, based on research and facts, and with a global component, suggesting a potential solution. Two students will be assigned randomly to each presentation to serve in the role of “interrogators” and should come prepared with at least one question for the presenter.

Participation

As part of their work in this course, students should demonstrate learning beyond the submission of written assignments and presentations. As such, all students receive grades based upon participation. Participation is valued as meaningful contribution in the digital and tangible classroom. Meaningful contribution requires students to come prepared for each class session by having reviewed assigned materials, completing assignments as directed,

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and being ready to engage in class discussion. This includes informed engagement in, for example, small group discussions, online discussion boards, peer-to-peer feedback, interaction with guest speakers, and attentiveness to co-curricular and outside-of-classroom activities. Students will be asked to complete short activities prior to class and come to class ready to present and discuss their work.

In this course, specifically, students are expected to have phones and computers turned off and put away for the entire class session, except as directed by the instructor, to prevent any disruptions.

Course Attendance and Punctuality

Regular class attendance is required throughout the program, and all unexcused absences* may result in a *lower participation grade* for any affected CIEE course. Due to the intensive schedules for Open Campus and Short Term programs, unexcused absences that constitute more than 10% of the total course will result in a written warning and the final course grade will be lowered by 3 percentage points.

*Students who transfer from one CIEE class to another during the add/drop period will not be considered absent from the first session(s) of their new class, provided they were marked present for the first session(s) of their original class. Otherwise, the absence(s) from the original class carry over to the new class and count against the grade in that class.

For CIEE classes, *excessively tardy (over 15 minutes late) students will be marked absent. Attendance policies also apply to any required co-curricular class excursion or event*, as well as to Internship, Service Learning, or required field placement.*

*With the exception that some class excursions cannot accommodate any tardiness, and students risk being marked as absent if they fail to be present at the appointed time.

Students who miss class for personal travel, including unforeseen delays that arise as a result of personal travel, will be marked as absent and unexcused. *No make-up or re-sit opportunity will be provided.*

An absence in a CIEE course will only be considered excused if:

- a doctor's note is provided
- a CIEE staff member verifies that the student was too ill to attend class
- satisfactory evidence is provided of a family emergency

Unexcused absences will lead to the following penalties:

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<i>Percentage of Total Course Hours Missed</i>	<i>Equivalent Number of Open Campus Semester classes</i>	<i>Minimum Penalty</i>
Up to 10%	1	Possible reduction of the weekly participation grade
10 – 20%	2	Written warning; reduction of the final grade by 3%
More than 20%	3	Automatic course failure, and possible expulsion

Weekly Schedule

NOTE: this schedule is subject to change at the discretion of the instructor to take advantage of current experiential learning opportunities.

WEEK 1

Session 1.1: Welcome & introductions, Review of syllabus and assignments, Introduction to global health, What is health?, Using scholarly research

Readings: Review syllabus

Assignments: None

Session 1.2: Conceptual theory of global health, Measuring health and disease, Sustainable Development Goals

Readings: Jacobsen, 2019. Sections 1.1, 1.2, & 1.3; Kleinman, 2010; One of following (as assigned): Führer & Eichner, 2015; Merton, 1936 (section 1, pgs. 894-898); Wilkinson, 2004 (pgs. 113-114)

Assignments: None

WEEK 2

Session 2.1: Social determinants of health, Health disparities, Health and human rights

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Readings: Jacobsen, 2019. Sections 2.1, 2.2, & 2.3; Horton, 2014; One of following (as assigned): Koplan, et. al., 2009; Fried, et. al., 2010

Assignments: None

Session 2.2: Epidemiologic transitions, Disease epidemics, Health systems

Readings: Harper & Armelagos, 2010; Murray & Lopez, 2013

Assignments: Online Discussion 1 Initial Post

WEEK 3

Session 3.1: Health across the lifespan, Maternal & child health, Nutrition

Readings: Save the Children Federation, 2015

Assignments: Online Discussion 1 Responses

Session 3.2: Migration and Health

Readings: One of the following (as assigned): Fairchild, 2004; Rechel, et. al., 2013; Viruell-Fuentes, Miranda, & Abdulrahim, 2012

Assignments: Final paper topic proposal

WEEK 4

Session 4.1: Infectious disease: HIV, Tuberculosis, Malaria, Diarrheal disease; Immunization

Readings: Fauci & Morens, 2012; Choose 3 fact sheets from this list to review:

https://www.who.int/topics/infectious_diseases/factsheets/en/

Assignments: Global Health Learning Center (GHLC) Course, GHLC Course Discussion Initial Post

Session 4.2: Group case study presentations

Readings: See Canvas for links to case studies

Assignments: Group case study presentations

Session 4.3: Non-communicable disease: Obesity, Cancer, Diabetes

Readings: Narayan, Ali, & Koplan, 2010

Assignments: GHLC Course Discussion Responses

WEEK 5

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Session 5.1: Environmental health, Climate change

Readings: Leal Filho, Azeiteiro & Alves, 2016

Assignments: Online Discussion 2 Initial Post

Session 5.2: International aid work (Guest speaker)

Readings: None

Assignments: Online Discussion 2 Responses

WEEK 6

Session 6.1: Final project presentations

Readings: None

Assignments: Final project presentations (group 1), Final paper

Session 6.2: Final project presentations

Readings: None

Assignments: Final project presentations (group 2)

Course Materials

All course materials are linked to or posted on Canvas. Note that additional materials will be posted regularly, so students should review the materials each day. Students are expected to come to class having read all assigned materials for the day they are listed and ready to engage in discussion on them.

Readings

- Fairchild, A. L. (2004). Policies of inclusion: Immigrants, disease, dependency, and american immigration policy at the dawn and dusk of the 20th century. *American Journal of Public Health, 94*(4), 528-39.
- Fauci, A., & Morens, D. (2012). The Perpetual Challenge of Infectious Diseases. *The New England Journal of Medicine, 366*(5), 454-461.
- Fried, L. P., Bentley, M. E., Buekens, P., Burke, D. S., Frenk, J. J., Klag, M. J., & Spencer, H. C. (2010). Global health is public health. *The Lancet, 375*(9714), 535-537.
- Führer, A., & Eichner, F. (2015). Statistics and sovereignty: The workings of biopower in epidemiology. *Global Health Action, 8*(1), 28262Preview the document.
- Harper, K. & Armelagos, G. (2010). The changing disease-scape in the third epidemiological transition. *International Journal of Environmental Research and Public Health, 7*(2), 675-697.

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- Horton, R. (2014). Offline: The case against global health. *The Lancet*, 383(9930), 1705.
- Jacobsen, K. H. (2019). *Introduction to Global Health*.
 - Sections 1.1, 1.2, and 1.3. (Available at http://samples.jbpub.com/9781284123890/9781284123968_CH01_Secure.pdf)
 - Sections 2.1, 2.2, & 2.3 (Available at http://samples.jbpub.com/9781284123890/9781284123968_CH02_Secure.pdf)
- Kleinman, A. (2010). Four social theories for global health. *The Lancet*, 375(9725), 1518-1519.
- Koplan, J. P., Bond, T. C., Merson, M. H., Reddy, K. S., Rodriguez, M. H., Sewankambo, N. K., & Wasserheit, J. N. (2009). Towards a common definition of global health. *The Lancet*, 373(9679), 1993-5.
- Leal Filho W., Azeiteiro U.M., & Alves F. (2016). Climate change and health: An overview of the issues and needs. In Leal Filho W., Azeiteiro U., & Alves F. (Eds) *Climate Change and Health* (pg. 1-11). Switzerland: Springer, Cham.
- Merton, R. (1936). The unanticipated consequences of purposive social action. *American Sociological Review*, 1(6), 894-904
- Murray, C., & Lopez, A. (2013). Measuring the Global Burden of Disease. *The New England Journal of Medicine*, 369(5), 448-457.
- Narayan, K., Ali, M., & Koplan, J. (2010). Global Noncommunicable Diseases — Where Worlds Meet. *The New England Journal of Medicine*, 363(13), 1196-1198Preview the document.
- Rechel, Mladovsky, Ingleby, Mackenbach, & Mckee. (2013). Migration and health in an increasingly diverse Europe. *The Lancet*, 381(9873), 1235-1245.
- Viruell-Fuentes, Miranda, & Abdulrahim. (2012). More than culture: Structural racism, intersectionality theory, and immigrant health. *Social Science & Medicine*, 75(12), 2099-2106.
- Wilkinson, I. (2004). The problem of 'social suffering': The challenge to social science. *Health Sociology Review*, 13(2), 113-121.

Academic Integrity

CIEE subscribes to standard U.S. norms requiring that students exhibit the highest standards regarding academic honesty. Cheating and plagiarism in any course assignment or exam will not be tolerated and may result in a student failing the course or being expelled from the program. Standards of honesty and norms governing originality of work differ significantly from country to country. We expect students to adhere to both the U.S. American norms and the local norms, and in the case of conflict between the two, the more stringent of the two will prevail.

Three important principles are considered when defining and demanding academic honesty. These are related to *the fundamental tenet that one should not present the work of another person as one's own*.

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The first principle is that *final examinations, quizzes and other tests must be done without assistance from another person, without looking at or otherwise consulting the work of another person, and without access to notes, books, or other pertinent information* (unless the professor has explicitly announced that a particular test is to be taken on an “open book” basis).

The second principle applies specifically to course work: *the same written paper may not be submitted in more than one course. Nor may a paper submitted at another educational institution be submitted to satisfy a paper requirement while studying abroad.*

The third principle is that *any use of the work of another person must be documented in any written papers, oral presentations, or other assignments carried out in connection with a course. This usually is done when quoting directly from another’s work or including information told to you by another person* (the general rule in U.S. higher education is that if you have to look something up, or if you learned it recently either by reading or hearing something, you have to document it).

There are three levels of escalation establishing the seriousness of the plagiarism in question.

- **Level one plagiarism:** minor or unintentional plagiarism; leading to passable grade/failing grade on the assignment, depending on perspective of lecturer. No opportunity for resubmission.
- **Level two plagiarism:** significant plagiarism, but potentially due to poor referencing rather than intellectual property theft. This leads to a failing grade (potentially zero points) on the assignment. No opportunity for resubmission.
- **Level three plagiarism:** significant plagiarism, requiring investigation by the Center/Resident/Academic Director, and subsequent disciplinary panel.

Faculty will report any suspected circumstances of plagiarism to the Center/Resident/Academic Director immediately. Faculty can, if they deem it appropriate, require students to submit the Plagiarism Declaration Form (Appendix D) with each assignment as it is submitted.

In any case where Academic Honesty is in question while the student is still onsite at the program, and will impact the grade for the assignment in question, the CIEE Academic Honesty form (Appendix E) will be completed by the Center/Resident/Academic Director, signed by the professor, delivered to the student for signature and added to the student’s permanent records. For any Level three violation, or repeated lower level violation, the Center/Resident/Academic Director will inform the student’s home institution of the infraction and subsequent penalty.