

Department of Health Promotion and Community Health
Faculty of Health Sciences
American University of Beirut

HPCH 200 (3 credits)
Global Public Health
Fall 2023

Class time and location:

Wednesday and Friday 10:30-11:45, Van Dyck room 332

Instructor:

Dr. Maia Sieverding

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Office hours: By appointment

Course description:

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

Course learning objectives:

- LO1.1a Explain the relationship between public health and global health
- LO2.1 Discuss the social determinants of health and their impact on populations
- LO1.4 Analyze the impact of wars and displacement on the health of populations
- LO1.5 Identify the role of humanitarian response in addressing the health needs of affected populations in PH emergencies such as climate change, conflict, war and pandemics
- LO4.2a Analyze the role of community partnerships in advocating for global health issues
- LO7.1.a Analyze ethical considerations that arise in responding to global public health issues

Course readings:

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

Course requirements and student evaluation:

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

Participation (15%) All LOs

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

Two response papers (25% + 25%) LOs 1.1a, 7.1a, 2.1, 1.4

Students will write two short response papers corresponding to the themes of the first two sections of the course. Prompts will be given for the papers that students should respond to. A response paper should display an understanding of differing views on the issue and present well-thought-out arguments. Detailed guidelines will be discussed in class.

SDG response paper (35%) LOs 1.5, 4.2a, 7.1a

For the course final paper, each student will be assigned one of the 17 Sustainable Development Goals (SDGs; see <https://sustainabledevelopment.un.org/>). You will write a response paper analyzing the relationship between the SDG, conflict/displacement and global health.

Schedule of due dates

Assignment	Due date	LOs
Response paper 1	October 2	1.1a, 7.1a
Response paper 2	October 30	2.1, 1.4
Final paper	December 8	LOs 1.5, 4.2a, 7.1a

Writing

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

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

Attendance

Per university rules, students who miss more than one-fifth of the sessions of any course in the first ten weeks of the semester are dropped from the course if the faculty member has stated in the syllabus that attendance will be taken.

Moodle

Moodle is the primary communication platform for this course. Check it regularly for course updates, readings, assignment guidelines etc. I send course updates through Moodle so make sure your settings are set so that you get emails when messages are posted.

Academic integrity

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

Use of generative Artificial Intelligence tools

Generative Artificial Intelligence platforms such as ChatGPT are tools that can help in different aspects of writing, from checking grammar to writing a whole essay. However, these tools are subject to inaccuracies, biases and unethical use. In order to be able to use AI critically, it is important that you first have developed the independent writing, analytical, and critical thinking skills that we focus on in this course. Therefore, all writing assignments for HPCH 200 should be prepared fully by you. Use of AI in your writing assignments, even to correct grammar and spelling, is not permitted. All assignments will be checked for plagiarism and use of AI using TurnItIn. Use of AI will be considered academic misconduct.

Students with disabilities

AUB strives to make learning experiences accessible for all. If you anticipate or experience academic barriers due to a disability (such as ADHD, learning difficulties, mental health conditions, chronic or temporary medical conditions), please do not hesitate to inform the Accessible Education Office. In order to ensure that you receive the support you need and to facilitate a smooth accommodations process, you are encouraged to contact the Accessible Education Office (AEO):

accessibility@aub.edu.lb; [+961-1-350000](tel:+961-1-350000), x3246; West Hall, 314.

Non-Discrimination and Title IX

AUB is committed to facilitating a campus free of all forms of discrimination including sex/gender-based harassment prohibited by Title IX. The University's non-discrimination policy applies to, and protects, all students, faculty, and staff. If you think you have experienced discrimination or harassment, including sexual misconduct, we encourage you to tell someone promptly. If you speak to a faculty or staff member about an issue such as harassment, sexual violence, or discrimination, the information will be kept as private as possible, however, faculty and designated staff are required to bring it to the attention of the University's Title IX Coordinator. Faculty can refer you to fully confidential resources, and you can find information and contacts at www.aub.edu.lb/titleix. **To report an incident**, contact the University's Title IX Coordinator Ms. Mitra Taouk at 01-350000 ext. 2514, or titleix@aub.edu.lb. An anonymous report may be submitted online via EthicsPoint at www.aub.ethicspoint.com.

Detailed Course Schedule:

Date	LO	Topic	Readings
Introduction to the course			
Aug 30		Introduction to course and review of syllabus	N/A
The origins of global health			
Sept 1	1.1a, 2.1	Global health inequalities & review of the ecological approach	Farmer et al (2013), Chapter 1
Sept 6	1.1a	The origins of global health I: Colonial medicine	Farmer et al (2013), pp 33-49 & 60-72
Sept 8	7.1a	Eradication movements	Greenough (1995) BBC Witness "Smallpox Eradication" (posted on Moodle)
Sept 13	7.1a	Crafting an argument: The ethics of eradication	N/A
Sept 15	1.1a, 1.5	The origins of global health II: International health	Farmer et al (2013), pp 74-109
Sept 20	1.1a, 1.5, 7.1a	Values and global health	Farmer et al (2013), Chapter 9
Sept 22	1.1a, 1.5	Foreign aid	Farmer et al (2013), Chapter 10
Sept 27		<i>Holiday no class</i>	
Conflict and displacement as global health challenges			
Sept 29	2.1, 1.4	Conceptualizing the impacts of conflict on health	Leaning & Guha-Sapir (2013) Levy & Sidel (2016)
Oct 4	2.1, 1.4	Impacts on combatants	Prigerson et al (2002) Medeiros et al (2007)
Oct 6	2.1, 1.4, 7.1a	Estimating the impacts of war on population mortality	Hagopian et al (2013)
Oct 11	2.1, 1.4	Population health impacts	Le & Nguyen (2022) Torrisi (2022)
Oct 13	2.1, 1.4	War and disease re-emergence	Aylward & Alwan (2014) Arie (2014) Kennedy et al (2017)

Oct 18	2.1, 1.4, 7.1a	Environmental impacts of war	Khan (2022) Hagopian et al (2010)
Oct 20	2.1, 1.4	The climate-conflict nexus	Levy, Sidel & Patz (2017)
Oct 25	2.1, 1.4, 7.1a	Forced displacement	Hugo, Abbasi-Shavazi & Kraly (2018) Ch 2
Humanitarian response and the architecture of contemporary global health			
Oct 27	1.5	Global emergency response: Who and how?	Checchi et al (2016) Spiegel (2022) Tan & van Schreeb (2015)
Nov 1	1.5, 7.1a	Global emergency response: Case studies	Haiti: Gerdin et al (2013); van Hoving et al (2010) New York Times: https://www.nytimes.com/2016/08/18/world/americas/united-nations-haiti-cholera.html Syria: Diggle et al (2017)
Nov 3	1.5, 7.1a	Refugee protection	Loescher, Betts & Milner (2008), Ch 4 Nishimura (2015)
Nov 8	1.5, 4.2a, 7.1a	Interventions in humanitarian contexts I <i>Guest speaker</i>	TBD
Nov 10	2.1, 4.2a, 7.1a	Interventions in humanitarian contexts II: Gender	Yasmine & Moughalian (2016) Sieverding et al (2022)
Nov 15	1.5, 4.2a, 7.1a	Community advocacy	TBD
Nov 17	1.5, 4.2a, 7.1a	Community advocacy II <i>Guest speaker</i>	TBD
Nov 22		<i>Holiday no class</i>	
Nov 24	2.1, 7.1a	Public health and the prevention of war and conflict	Levy & Sidel (2003) Wiist & White (2017), Ch 1
Nov 29		Discussion of SDGs papers	N/A

Full references

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- Gerdin, Martin, Andreas Wladis, and Johan Von Schreeb. 2013. 'Foreign Field Hospitals after the 2010 Haiti Earthquake: How Good Were We?' *Emergency Medicine Journal* 30 (1): e8–e8.
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