

Sociology 6674-001
3 credit hours
Global Health
Fall 2023
Time: 10:45 AM-11:35 AM
Location: TBA

This course is approved for the Asian Studies major/minor.

Instructor: Dr. Akiko Kamimura, Ph.D., M.S.W., M.A.

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- **I prefer to only be contacted through Canvas email.**

Office Hours (via ZOOM): By appointment

Course description

This course provides an overview of key concepts and principles of global health. The factors that account for global health issues are explored by an interdisciplinary approach. Throughout the course, the student is expected to focus on why the inequality of health and well-being exists in the globe, how the health and well-being of people in other countries impacts the lives of people elsewhere, and how to make a difference in shaping the world in the future.

Objectives

At the end of the course, the student will be able to:

- Understand global health issues, concepts and principles;
- Identify the factors that affect health and well-being in the world, particularly in Asia;
- Discuss the impact of global social environment on health; and
- Develop the awareness of diversity in health and well-being across individuals, communities, and nations.

Teaching and learning methods

Teaching strategies include lecture and discussion. Students are expected to read course materials prior to the class, raise questions, and come prepared to discuss the issues on topics of the day.

Grading:

Class exercise/reflections on guest lecture - 1 point*28 lectures	28
Online discussion on additional reading materials 1 point*28	28
Online book discussion 5 points*2	10
Reading response papers 7 points*2	14
Final project	20
Total	100

Grading Scale:

100-92.5 points: A
92-89.5 points A-
89-86.5 points B+
86-82.5 points B
82-79.5 points B-
79-76.5 points C+
76-72.5 points C
72-69.5 points C-
69-66.5 points D+
66-62.5 points D
62-59.5 points D-
59 and below E

Readings:

Books

Title: Introduction to Global Health
Author Kathrun Jacobson
4th edition
Year: 2022
Publisher: Jones & Bartlett Learning

Title: Global Health Inequities: A Sociological Perspective (Sociology for Globalizing Societies, 3)
Author: Fernando De Maio
Year: 2014
Publisher: Red Globe Press

Title: An Epidemic of Uncertainty: Navigating HIV and Young Adulthood in Malawi
Author: Jenny Trinitapoli
Year: 2023
Publisher: University of Chicago Press

Additional reading materials are available on Canvas or on the web.

Canvas student guide

<https://community.canvaslms.com/t5/Student-Guide/tkb-p/student>

Please consult this guide or the U's helpdesk (801-581-4000, ext 1; or helpdesk@utah.edu) if you encounter tech-related difficulties.

Class attendance

For in person and IVC sessions, attendance is a necessary component of the course for class exercise and discussion.

Class exercise/reflections on guest lectures

(28 exercises/reflections, 1 point each – 28 points in total): Due at 11:59 pm on Monday in the next week of the class (except Labor Day holiday)

In-person class: Pick up a handout at the beginning of class and submit it at the end of class. If you have a legitimate reason to miss a class, please contact me in advance so I can record the lecture. If you were unable to attend the class due to a legitimate reason, review a recorded class and submit the exercise on Canvas.

Online class: All class exercise questions will be available in the recording. You will submit the exercise on Canvas.

IVC (ZOOM) class: Some of the guest lectures may be offered via IVC (ZOOM). All reflections will be submitted on Canvas. Recordings of IVC guest lectures will be available on Canvas.

No late submission will be accepted unless you have an official accommodation or submit the evidence (e.g. a note from a health care facility) to verify your situation.

There won't be any make-up or bonus points.

If the students are asked to write "approximately one paragraph", the approximate amount of "one paragraph" refers to 1/3 of a letter size paper (single spaced, Times New Roman 12 points).

Online discussion on additional reading materials

(1 point*28, 28 points in total). Due at 11:59 pm on Monday in the next week of the class (except Labor Day holiday)

Each student posts the citations of two peer-reviewed journal articles related to a topic of a class (their own choice based on interest), a brief summary of the two articles, and at least one discussion question for each article. Then, students will respond to other students' discussion questions.

Online book discussion

Students will lead class discussion on one of the chapters of the assigned book – one chapter from *Global Health Inequities: A Sociological Perspective* and one chapter from *An Epidemic of Uncertainty: Navigating HIV and Young Adulthood in Malawi*. The first discussion will be held from week 1 to week 7. The second discussion will be held from week 8 to week 15. A discussion leader will post:

- Summary
- Main arguments
- Your agreement/disagreement with the main arguments – why?
- Strengths
- Weaknesses
- Discussion questions

Reading response papers

Students will write two reading response papers (due 10/16 & 12/4) – 4-5 pages, double spaced, 12 point font, not including a reference list. Pick 3-4 journal articles for each paper - from 8/21-

10/4 class reading materials (paper 1) and from 10/16-11/29 class reading materials (paper 2). Include additional articles discussed online. For each paper, the journals articles of your choice should have overarching themes, concepts or methods. Papers will be submitted on Canvas. No late submission will be accepted unless a student requests an accommodation with written documentation in advance.

- Title
- Brief summary of main argument/findings of the articles of your choice
- How these articles are related to each other
- Comparison of the articles – similarities, differences, weaknesses, strengths
- Conclusions

Final project

Choose one of the options below. The final project plan must be approved by the instructor prior to 10/16. The final project due on 12/4. Topics of your project must be related to population issues covered by this course. A final project will be submitted on Canvas. No late submission will be accepted unless a student requests an accommodation with written documentation in advance.

- **Critical literature review** (12-15 pages, double spaced, 12 point front, not including a reference list)
 - Title
 - Introduction includes your main topic(s), 3-4 primary questions and themes, significant of your review (why important?), and the scope your review.
 - 3-4 primary questions and themes will have one section. For each section, summarize key concepts and findings.
 - Discussion section should address strengths and weaknesses of existing research and gaps that have not been examined in previous studies.
 - Conclusion suggest specific future research.
 - Reference list.
- **Original new empirical paper** (2800-5000 words, double spaced, 12 point front, not including a reference list/tables/figures)
 - Title
 - Introduction: literature review, statement of the problem, research questions and hypotheses, and significance
 - Methods: settings, data collection, study participants, sampling, measurements, data analysis plan
 - Results
 - Discussion: Pick 3-4 main findings and discuss each main finding – similarities to / differences from results from previous studies. What caused the similarities/differences?
 - Conclusion: What new findings does your study add to existing literature? Future research suggestions.
 - Reference list
 - Tables & figures (if applicable)
- **Research proposal** - NIH style (12-15 pages, double spaced, 12 point front, not including a reference list)
 - Title
 - Specific aims (1 page summary of your project)
 - Introduction: statement of the problem, research questions and hypotheses, and rationale for studying the problem
 - Literature review: existing research and gaps

- Research design: settings, data collection, study participants, sampling, measurements, data analysis plan
- Reference list

Other project

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Class schedule (*This schedule is tentative and subject to change at any time.)

Week	Date	Format	Topic	Reading
1	8/21 M 8/23 W	In person In person	Introduction - the course Health transitions and measures	Jacobsen Ch. 1
2	8/28 M 8/30 W	In person In person	Socio economic context Globalization & health	Jacobsen Ch. 3 Marmot, M. (2006) Health in an unequal world. Lancet, 368: 2081-2090. Friel, S., & Marmot, M. G. (2011). Action on the Social Determinants of Health and Health Marmot, M., & Bell, R. (2019). Social determinants and non-communicable diseases: time for integrated action. Bmj-British Medical Journal, 364. doi:10.1136/bmj.l251 Jacobsen Ch. 2 GBD 2016 Disease and Injury Incidence and Prevalence Collaborators. Global, regional, and national incidence, prevalence, and years lived with disability for 328 diseases and injuries for 195 countries, 1990-2016: a systematic analysis for the Global Burden of Disease Study 2016 [published correction appears in Lancet. 2017 Oct 28;390(10106):e38]. Lancet. 2017;390(10100):1211-1259. doi:10.1016/S0140-6736(17)32154-2
3	9/4 M – No class		Labor Day	
	9/6 W	In person	Health systems	Jacobsen Ch. 6 & 7 Hero, JO. (2016). Understanding What Makes Americans Dissatisfied With Their Health Care System: An International Comparison. Health Affairs. https://www.healthaffairs.org/doi/10.1377/hlthaff.2015.0978 Braithwaite, J., Hibbert, P., Blakely, B., Plumb, J., Hannaford, N., Long, J. C., & Marks, D. (2017). Health system frameworks and performance indicators in eight countries: A comparative international analysis. Sage Open Medicine, 5. doi:10.1177/2050312116686516
4	9/11 M 9/13 W	In person In person	Environments & health Communicable diseases	Jacobsen Ch. 4 Burki, T. (2015). Prioritising clean water and sanitation. The Lancet. Infectious diseases, 15(2), 153-154. Aman Shrestha, Tek Narayan Bhattarai, Garima Acharya, Haribansha Timalsina, Sara J. Marks, Sital Uprety, and Shukra Raj Paudel. (2023). Water, Sanitation, and Hygiene of Nepal: Status, Challenges, and Opportunities. ACS ES&T Water 2023 3 (6), 1429-1453 DOI: 10.1021/acsestwater.2c00303 Jacobsen Ch. 8, 9 & 10 Morens, D.M., G.K. Folkers, and A.S. Fauci, The challenge of emerging and re-emerging infectious diseases. Nature, 2004. 430(6996): p. 242-249 Albrecht T. Challenges to Global Health Emerging from the COVID-19 Pandemic. Sustainability. 2023; 15(9):7633. https://doi.org/10.3390/su15097633
5	9/18 M 9/20 W	In person In person	Non-communicable diseases, aging Child & maternal health	Jacobsen Ch. 13, 15 & 19 Casswell, S. (2019). Addressing NCDs: Penetration of the Producers of Hazardous Products into Global Health Environment Requires a Strong Response Comment on "Addressing NCDs: Challenges From Industry Market Promotion and Interferences". International Journal of Health Policy and Management, 8(10), 607-609. doi:10.15171/ijhpm.2019.52 Zolnikov, T. R. (2015). Proposing a re-adapted successful aging model addressing chronic diseases in low- and middle-income countries. Quality of Life Research, 24(12), 2945-2949. doi:10.1007/s11136-015-1043-2 Jacobsen Ch. 11 & 18 Boerma, T., Requejo, J., Victora, C. G., Amouzou, A., George, A., Agyepong, I., . . . Countdown, C. (2018). Countdown to 2030: tracking progress towards universal coverage for reproductive, maternal, newborn, and child health. Lancet, 391(10129), 1538-1548. doi:10.1016/s0140-6736(18)30104-1
6	9/25 M	In person	Violence & injury	Jacobsen Ch. 17 Haagsma, J. A., Graetz, N., Bolliger, I., Naghavi, M., Higashi, H., Mullany, E. C., . . . Vos, T. (2016). The global burden of injury: incidence, mortality, disability-adjusted life years and time trends from the Global Burden of Disease study 2013. Injury Prevention, 22(1), 3-18. doi:10.1136/injuryprev-2015-041616 Pal, R., Ghosh, A., Kumar, R., Galwankar, S., Paul, S. K., Pal, S., . . . Agrawal, A. (2019). Public health crisis of road traffic accidents in India: Risk factor assessment and recommendations on prevention on the behalf of the Academy of Family Physicians of India. Journal of family medicine and primary care, 8(3), 775-783. doi:10.4103/jfmpc.jfmpc_214_18

	9/27 W	In person	Tobacco, alcohol	Jha, P., & Peto, R. (2014). Global Health: Global Effects of Smoking, of Quitting, and of Taxing Tobacco. <i>New England Journal of Medicine</i> , 370(1), 60-68. doi:10.1056/NEJMra1308383 Schmitz, H. P. (2016). The global health network on alcohol control: successes and limits of evidence-based advocacy. <i>Health policy and planning</i> , 31, 87-97. doi:10.1093/heapol/czu064 Moeis, F. R., Nurhasana, R., Rahardi, F., Novitasari, D., Shellasih, N. M., Inayati, , Murwendah, , Suriyawongpaisal, P., Patanavanich, R., & Ratih, S. P. (2022). The Framework Convention on Tobacco Control (FCTC) and implementation of tobacco control policies: Lessons learned from Indonesia and Thailand. <i>World Med. & Health Policy</i>, 14, 750- 772. https://doi.org/10.1002/wmh3.534 Sharma, H. K., Tripathi, B. M., & Pelto, P. (2010). J. The Evolution of Alcohol Use in India. <i>AIDS and Behavior</i>, 14: 8-17
7	10/2 M	In person	Mental health	Jacobsen Ch. 16 Padmavati, R., Community mental health care in India. <i>International Review of Psychiatry</i> , 2005. 17(2): p. 103-107.
	10/4 W	In person	Japan 1	To be added
8	10/16 M	In person	Ms. Lori McCoy (Moran Eye Center) Moran Global Outreach	https://healthcare.utah.edu/Moran/outreach/#internationaloutreach
	10/18 W	In person	Dr. Mark Matheson (English) The Plague by Albert Camus	The Plague by Albert Camus
9	10/23 M	In person	Drs. Kajsa Vlastic & Natalie Tedford (pediatrics) Global pediatrics emergency medicine	Yi, S. J., Umuhire, O. F., Uwamahoro, D., Guptill, M., & Cattermole, G. N. (2017). Developing and Implementing a Global Emergency Medicine Course: Lessons Learned from Rwanda. <i>Education for Health</i> , 30(3), 203-210. doi:10.4103/efh.EfH_72_17
	10/25 W	In person	Dr. Susanna Cohen (Nursing) obstetric and neonatal emergencies in Mexico, Kenya, Ethiopia and Namibia	To be added
10	10/30 M	In person	Dr. Samin Panahi (VA) Iran	Aloosh, M., Salavati, A., & Aloosh, A. (2019). Economic sanctions threaten population health: the case of Iran. <i>Public Health</i> , 169, 10-13. doi:10.1016/j.puhe.2019.01.006
	11/1 W	In person	Dr. Esther Chang (HCI) Cancer in Asia	Jacobsen Ch. 14 Lee, Y.-C. A., & Hashibe, M. (2014). Tobacco, alcohol, and cancer in low and high income countries. <i>Annals of global health</i> , 80(5), 378-383. doi: 10.1016/j.aogh.2014.09.010 Hashim, D., Sartori, S., Brennan, P., Curado, M. P., Wunsch-Filho, V., Divaris, K., . . . Boffetta, P. (2016). The role of oral hygiene in head and neck cancer: results from International Head and Neck Cancer Epidemiology (INHANCE) consortium. <i>Annals of oncology : official journal of the European Society for Medical Oncology / ESMO</i> , 27(8), 1619-1625. doi: 10.1093/annonc/mdw224
11	11/6 M	In person	Dr. Jennie Coombs (Physician Assistant Studies) "Guatemala"	Rice, H. E., Lou-Meda, R., Saxton, A. T., Johnston, B. E., Ramirez, C. C., Mendez, S., . . . Sexton, J. B. (2018). Building a safety culture in global health: lessons from Guatemala. <i>Bmj Global Health</i> , 3(2), 8. doi: 10.1136/bmjgh-2017-000630 Font, J. C., Forn, J. R., & Sato, A. (2016). Eliciting health care priorities in developing countries: experimental evidence from Guatemala. <i>Health policy and planning</i> , 31(1), 67-74. doi: 10.1093/heapol/czv022
	11/8 W	In person	Mr. Trent Foxley (Research and Science for Research Integrity and Compliance) International Engagement and Compliance	Plamondon, K. M., Brisbois, B., Dubent, L., & Larson, C. P. (2021). Assessing how global health partnerships function: an equity-informed critical interpretive synthesis. <i>Globalization and Health</i> , 17(1). doi:10.1186/s12992-021-00726-z aure, M. C., Munung, N. S., Ntusi, N. A. B., Pratt, B., & de Vries, J. (2021). Mapping experiences and perspectives of equity in international health collaborations: a scoping review. <i>International journal for equity in health</i> , 20(1). doi:10.1186/s12939-020-01350-w Faure, M. C., Munung, N. S., Ntusi, N. A. B., Pratt, B., & de Vries, J. (2021). Mapping experiences and perspectives of equity in international health collaborations: a scoping review. <i>International journal for equity in health</i> , 20(1). doi:10.1186/s12939-020-01350-w
12	11/13 M	In person	Dr. TP Singh (public health) India	https://pesquisa.bvsalud.org/global-literature-on-novel-coronavirus-2019-ncov/resource/pt/covidwho-1246582
	11/15 W	In person	Ms. Jennifer (Jen) Monson, MSW (School of Medicine) Global Health Education	To be added

13	11/20 M	ZOOM	Dr. TP Singh (public health) India	https://pesquisa.bvsalud.org/global-literature-on-novel-coronavirus-2019-ncov/resource/pt/covidwho-1246582
	11/22 W	online	Dr. Sahlil Ahmed (Sociology) Bangladesh	To be added
14	11/27 M	online	Japan 2	Nakamura, Y. (2010). Maternal and Child Health Handbook in Japan. JMAJ 53(4): 259–265. Ikeda, N. (2011). What has made the population of Japan healthy? Lancet 378: 1094–105. Kato, R. R. (2018). The future prospect of the long-term care insurance in Japan. Japan and the World Economy, 47, 1-17. doi:10.1016/j.japwor.2018.02.002
	11/29 W	In person	Ms. Lana Hutchinson (Orthopedics) Bolivia Hand Surgery Outreach	To be added
15	12/4 M	In person	Dr. Mo Sbai (Neuro rehabilitation)	To be added
	12/6 W	In person	Dr. Fatma Tuncer (plastic surgery) Turkey	To be added

n person classes

According to the CDC, wearing a mask remains an effective means of preventing infection for both unvaccinated and vaccinated people. Regardless of what someone chooses (mask or no mask), the university seeks to foster a sense of community and asks everyone on campus to be respectful of individual decisions on mask wearing.

IVC (synchronous - live)

Some of the classes will be taught via IVC (Interactive Video Conferencing). IVC classes will meet on **ZOOM**. A reliable, high-speed internet connection will be needed to participate in this class. If you anticipate any problems in this regard, please notify the instructor as soon as possible. Please consult this guide or the U's helpdesk (801-581-4000, ext 1; or helpdesk@utah.edu) if you encounter tech-related difficulties. A guide for joining a zoom meeting is available <https://support.zoom.us/hc/en-us/articles/201362193-How-Do-I-Join-A-Meeting->

IVC classes/ guest lectures will be recorded.

Video expectations: Please turn on video. If you prefer to participate via audio only, please discuss the option with the instructor.

The instructor has the ability to track analytics.

Please use chat to let the instructor know you want to speak or ask questions.

Please mute audio unless you have a permission from the instructor.

To support students who may have technology access challenges, the Marriott Library, UIT, and TLT are expanding the number of laptops and hotspots available for checkout; see: <https://lib.utah.edu/coronavirus/checkout-equipment.php>

Online (asynchronous - pre-recorded)

There will be a couple of guest lectures which will be offered via online (pre-recorded). A link to a pre-recorded lecture will be posted on Canvas.

Canvas online discussions

There will be online discussions on Canvas. Discussion questions will be posted.

Institutional policies and resources

Will be updated to Fall 2023 Instructional Guidelines Spring 2023 Instructional Guidelines:

<https://coronavirus.utah.edu/wp-content/uploads/sites/2/2022/12/spring-2023-Instructional-Gui>

[delinesS1.pdf](#)

The ADA statement:

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability & Access (<https://disability.utah.edu/>), 162 Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification to the Center for Disability & Access.

The Academic Misconduct statement:

Per University of Utah regulations (Policy # 6-400). "A student who engages in academic misconduct," as defined in Part I.B. and including, but not limited to, cheating, falsification, or plagiarism, "may be subject to academic sanctions including but not limited to a grade reduction, failing grade, probation, suspension or dismissal from the program or the University, or revocation of the student's degree or certificate. Sanctions may also include community service, a written reprimand, and/or a written statement of misconduct that can be put into an appropriate record maintained for purposes of the profession or discipline for which the student is preparing." Please refer to the Student Code for full elaboration of student academic and behavioral misconduct policies (<http://regulations.utah.edu/academics/6-400.php>).

Addressing Sexual Misconduct:

Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

Emergency Preparedness Information CSBS EMERGENCY PREPAREDNESS SYLLABUS PAGES

<https://uofu.app.box.com/s/ebev5m2bornu831lnvyfxx2jir0vzm0s>

R-1 statement:

As the only institution in the state classified in the highest research category (R1), at the University of Utah you will have access to state-of-the-art research facilities and be able to be part of the knowledge creation process. You will have the opportunity to do research of your own with faculty who are leading experts in their field, engaging in programs that match your research interests. Further, you will interact with and often take classes with graduate students that provide an advanced understanding of the knowledge in your field.

University Safety Statement:

The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit safeu.utah.edu.

Wellness Statement:

Your personal health and wellness are essential to your success as a student. Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student's ability to succeed and thrive in this course and at the University of Utah. Please speak with the instructor or TA before issues become problems. And, for helpful resources, contact the Center for Student wellness at www.wellness.utah.edu or 801-581-7776.

Veterans Support Center:

The Veterans Support Center is a "one stop shop" for student veterans to find services, support, advocacy, and camaraderie. They are located in the Park Building Room 201. You can visit their website for more information about their services and support at <http://veteranscenter.utah.edu>.

LGBT Resource Center:

The University of Utah has an LGBT Resource Center on campus. They are located in Room 409 of the Olpin Union Building. Hours: M-F 8-5pm. You can visit their website to find more information about the support they can offer, a list of events through the center and links to additional resources: <http://lgbt.utah.edu>.

Learners of English as an Additional/Second Language:

If you are an English language learner, please be aware of several resources on campus that will support you with your language and writing development. These resources include: the Writing Center (<http://writingcenter.utah.edu>); the Writing Program (<http://writingprogram.utah.edu>); the English Language Institute (<http://continue.utah.edu/eli>).

U Heads Up App:

Download the app on your smartphone at <http://alert.utah.edu/headsup> to access the following resources.

- Emergency Response Guide: Provides instructions on how to handle any type of emergency, such as earthquake, utility failure, fire, active shooter, etc. Flip charts with this information are also available around campus.
- See Something, Say Something: Report unsafe or hazardous conditions on campus if you see a life threatening or emergency situation, please call 911!
- Safety Escorts: For students who are on campus at night or past business hours and would like an escort to your care, please call 801-585-2677. You can call 24/7 and a security officer will be sent to walk with you or give you a ride to your desired on-campus location.

Last updated: July 19, 2023

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