

Sociology4674-001
3 credit hours
Global Health
Fall 2024
Time: 10:45 AM-11:35 AM
Location: TBA

This course has the Sustainability – SUST - designation.
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 - 2 points*28 lectures	56
Case analysis assignment 11 points*4 assignments	44
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:

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

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

Class exercise/reflections on guest lectures

(28 exercises/reflections, 2 points each – 56 points in total): Due at the end of each class.

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.

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).

Assignments

(11 points*4 assignments – 44 points in total): Assignment 1 due Sep 16 M at 11:59 pm.

Assignment 2 due Oct 21 M at 11:59 pm. Assignment 3 due Nov 11 M at 11:59 pm.

Assignment 4 due Dec 6 F at 11:59 pm.

Questions will be posted on Canvas approximately two weeks before the due.

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).

Assignments will be based on lectures and reading materials.

*The student can see any course materials and own class notes but **should not collaborate with or seek help from other people.***

The purpose of the assignments is to assess levels of understanding of lectures and course materials. If your answer is solely based on materials outside of lectures and course materials, it may be concluded that you do not understand lectures/course materials. Thus, it is not necessary

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

Week	Date	Format	Topic	Reading
1	8/19 M 8/21 W	In person In person	Introduction - the course Health transitions and measures	Jacobsen Ch. 1
2	8/26 M	In person	Socio economic context	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
	8/28 W	In person	Globalization & health	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	9/2 M – No class		Labor Day	
	9/4 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	9/9 M	In person	Environments & health	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 Timalcina, 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
	9/11 W	In person	Communicable diseases	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	9/16 M	In person	Non-communicable diseases, aging	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
	9/18 W	In person	Child & maternal health	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	9/23 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

	9/25 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	9/30 M	In person	Mental health	Jacobsen Ch. 16 Padmavati, R., <i>Community mental health care in India</i> . <i>International Review of Psychiatry</i> , 2005. 17(2): p. 103-107.
	10/2 W	In person	Dr. Leisha Nolen (Utah Department of Health) International public health career	Global Health Careers and Issues to Consider https://www.idsociety.org/professional-development/education--training/global-health-careers/
8	10/14 M	In person	Drs. Kajsa Vlastic (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
	10/16 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
9	10/21 M	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
	10/23 W	In person	Ms. Lana Keizer, OTR/L, CHT (Orthopedics) Bolivia Hand Surgery Outreach	ALMEIDA, B. A., KERLUKU, J., SHAPIRO, L. M., KAMAL, R. & UFUA, D. T. 2023. Current Implementation of Quality Measures on American Society for Surgery of the Hand Touching Hands Project Outreach Trips. The Journal of Hand Surgery, 48, 1003-1010.
10	10/28 M	In person	Dr. Justine Macneil, MD (ER – Wyoming) global health outreach in Bolivia	Torri, M. C., & Hollenberg, D. (2013). Indigenous Traditional Medicine and Intercultural Healthcare in Bolivia: A Case Study From the Potosi Region. Journal of Community Health Nursing, 30(4), 216-229. https://doi.org/10.1080/07370016.2013.838495
	10/30 W	In person	Ms. Lori McCoy (Moran Eye Center) Moran Global Outreach	Hong H, MÃjica OJ, Anaya J, et alThe Challenge of Universal Eye Health in Latin America: distributive inequality of ophthalmologists in 14 countriesBMJ Open 2016;6:e012819. doi: 10.1136/bmjopen-2016-012819
11	11/4 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
	11/6 W	In person	Japan 1	Tsugane, S. Why has Japan become the world's most long-lived country: insights from a food and nutrition perspective. Eur J Clin Nutr 75, 921-928 (2021). https://doi.org/10.1038/s41430-020-0677-5
12	11/11 M	In person	Dr. Fatma Tuncer (plastic surgery) Turkey	Kilci, E.N. (2021), A study on financial sustainability of healthcare indicators for Turkey under the health transformation program. Int J Health Plann Mgmt, 36: 1287-1307. https://doi.org/10.1002/hpm.3182
	11/13 W	In person	Dr. Mark Matheson (English) The Plague by Albert Camus	The Plague by Albert Camus
13	11/18 M	In person	Ms. Jennifer (Jen) Monson, MSW (School of Medicine) Global Health Education	Sayegh H, Harden C, Khan H, et alGlobal health education in high-income countries: confronting coloniality and power asymmetryBMJ Global Health 2022;7:e008501.

	11/20 W	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., Forns, 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
14	11/25 M	In person	Japan 2	Nakamura, Y. (2010). Maternal and Child Health Handbook in Japan. <i>JMAJ</i> 53(4): 259-265. Ikeda, N. (2011). What has made the population of Japan healthy? <i>Lancet</i> 378: 1094-105. Kato, R. R. (2018). The future prospect of the long-term care insurance in Japan. <i>Japan and the World Economy</i> , 47, 1-17. doi:10.1016/j.japwor.2018.02.002
	11/27 W	Online	[tentative] Dr. RICHARD J INGEBRETSEN, MD, PHD (emergency medicine) Global wilderness medicine education	
15	12/2 M	Online	TBA	
	12/4 W	In person	Dr. Mo Sbai (Neuro rehabilitation) Morocco	Al Hassani W, Achhab YE, Nejjari C (2024) Challenges faced by human resources for health in Morocco: A scoping review. PLoS ONE 19(5): e0296598. https://doi.org/10.1371/journal.pone.0296598

Institutional policies and resources

University Policies

1. **The Americans with Disabilities Act.** 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 this class, reasonable prior notice needs to be given to the Center for Disability & Access, 162 Olpin Union Building, (801) 581-5020. CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability & Access.

- ***If in-class attendance is a necessary component of the course for pedagogical reasons (e.g., laboratories, studios, or artistic training), state it explicitly.***

Use this standard language: “Given the nature of this course, attendance is required and adjustments will only be permitted as required by Policy 6-100(III)(O). If you need to seek an ADA accommodation to request an exception to this attendance policy due to a disability, please contact the Center for Disability and Access (CDA). CDA will work with us to determine what, if any, ADA accommodations are reasonable and appropriate.

[recommended addendum] In compliance with ADA requirements, some students may need to record course content. Any recordings of course content are for personal use only, should not be shared, and should not be made publicly available. In addition, recordings should be destroyed at the conclusion of the course.

2. **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 <https://safeu.utah.edu>
3. **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, 383 South University Street, 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).

- a. [recommended addendum] **Lauren's Promise:** Lauren's Promise is a vow that anyone – faculty, staff, students, parents, and community members – can take to indicate to others that they represent a safe haven for sharing incidents of sexual assault, domestic violence, or stalking. Anyone who makes Lauren's Promise vows to: 1.) listen to and believe those individuals who are being threatened or experiencing sexual assault, dating violence or stalking; 2.) represent a safe haven for sharing incidents of sexual assault, domestic violence, or stalking; and 3.) change campus culture that responds poorly to dating violence and stalking. By making Lauren's Promise, individuals are helping to change campus cultures that respond poorly to dating violence and stalking throughout the nation.
4. **Academic Misconduct Statement.** It is expected that students adhere to University of Utah policies regarding academic honesty, including but not limited to refraining from cheating, plagiarizing, misrepresenting one's work, and/or inappropriately collaborating. This includes the use of generative artificial intelligence (AI) tools without citation, documentation, or authorization. Students are expected to adhere to the prescribed professional and ethical standards of the profession/discipline for which they are preparing. Any student who engages in academic dishonesty or who violates the professional and ethical standards for their profession/discipline may be subject to academic sanctions as per the University of Utah's Student Code: <https://regulations.utah.edu/academics/6-410.php>
5. **Drop/Withdrawal Policies.** Students may drop a course within the first two weeks of a given semester without any penalties. Students may officially withdraw (W) from a class or all classes after the drop deadline through the midpoint of a course. A "W" grade is recorded on the transcript and appropriate tuition/fees are assessed. The grade "W" is not used in calculating the student's GPA. For deadlines to withdraw from full-term, first, and second session classes, see the U's Academic Calendar.
6. Other important information to consider including:
 - a. Student Code: <http://regulations.utah.edu/academics/6-400.php>
 - b. Accommodation Policy (see Section Q): <http://regulations.utah.edu/academics/6-100.php>
7. **Supports for Students.** Your success at the University of Utah is important to all of us here! If you feel like you need extra support in academics, overcoming personal difficulties, or finding community, the U is here for you. Please refer to the [Student Support Services page for the U](#) for updated information.
8. **Basic Needs Student Support Statement.** Success at The University of Utah includes learning about and using available resources. The [Basic Needs Collective](#) (BNC) is a coordinated resource referral hub. They educate about and connect students to campus and community resources to help them meet their basic needs. As a central location for resource referrals related to food, housing, health insurance, managing finances, legal

services, mental health, etc., any student experiencing difficulty with basic needs is encouraged to contact them. Drop into their office located in the Union basement or schedule with them online for an in-person or virtual visit through their webpage: <https://basicneeds.utah.edu/>.

Last updated: August 6, 2024

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