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PSCI 227.01: Issues in Global Public Health

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ISSUES IN GLOBAL PUBLIC HEALTH

(PSCI 227; 3 credits) Spring 2015

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Course Objectives

To function as informed and active citizens in a world suffused by proximate, distant, and transnational health challenges, students are advantaged by developing awareness and sensitivities regarding public-health issues of global concern. PSCI 227 is designed to engage as well as inform. The overarching question we will tackle this semester is: "What transnational, national, and local policies and skills will help us address current and future challenges to global health?" In 2003, the Institute of Medicine's reported that public-health literacy is an "essential part of the training of citizens" and that it "prepares students to contribute to the health of the public through positive decision-making and constructive action in personal, professional, and civic arenas." The instructor's scholarly work on the value of transnational competence for health-care professionals will provide the basis for building skills intended to enable you to participate creatively and effectively when global health challenges arise in the future both as a professional and as a concerned citizen.

Course Description

While exploring big and enduring issues of global public health, we initially will focus on "finding the right questions." In the process, you will be introduced to diverse perspectives and approaches, constraints and capacities, ethical dilemmas, policy options, and challenges involved in making decisions under conditions of uncertainty. You are encouraged to make and explore interdisciplinary as well as transnational connections.

PSCI 227 treats current public-health challenges in industrialized and low-income countries, including chronic and infectious illnesses. Issues covered include the impact of social and political inequities on the global burden of illness, health impacts of climate change, undernourishment and malnutrition, sanitation and access to clean water, the obesity epidemic, funding disparities, the "fatal flow of expertise" from low-income to wealthy countries, transnational and indigenous health care, medical tourism, health as a human right and development resource, health implications of displacement, migration, travel, and migrant health care, remote (rural) and reservation health challenges, armed conflict and health, public-disaster and health-emergency preparedness and response, quarantines and isolation, and academic preparation for emerging transnational

challenges. In comparative perspective, the course explores the individual, environmental, resource, and governance (national, international, and non-governmental) context of public-health policy, interventions, and outcomes and addresses questions of health equity and justice, regional problematics and contributors, and the concerns of vulnerable populations along with possibilities for health advocacy. Through individual and group research projects, you will prepare to work collaboratively with future partners.

Learning Outcomes

The course focuses on skill learning consistent with the transnational-competence framework. You are expected to distinguish and develop analytic, emotional, creative, communicative, and functional competencies. You will learn to frame questions about global public-health challenges, analyze underlying contributing factors, verify and refute, resolve ethical dilemmas, construct transdisciplinary approaches working in teams, and critically assess implementation strategies and policy alternatives. Specific learning outcomes include:

- Demonstrate understanding of the history, principles, and burdens of public health in a global context
- Demonstrate ability to discern interconnections among local and transnational, upstream and midstream, forces that facilitate and constrain global health
- Demonstrate ability to identify and distinguish the multiple and transnationally interconnected social, political, economic, environmental, cultural, biological, and behavioral determinants of individual and population health
- Demonstrate ability to compare health conditions in the Global South with health conditions in the Global North (including remote rural areas and Native American reservations) and awareness of factors that contribute to health vulnerabilities and wide disparities in health opportunity
- Demonstrate ability to analyze the effects on public-health systems of politics and social/economic policies at the local, tribal, state/provincial, national, and international levels
- Demonstrate appreciation for the role of individual capabilities and resilience, contextual resources, community collaboration, and transnational partnership in promoting public health
- Demonstrate ability to identify and critically assess cost-effective approaches aimed at reducing health disparities now and for generations to follow
- Demonstrate ability to identify health-promoting individual lifestyle behaviors and socially responsible local and transnational participation in promoting public health

Learning Methods

The course integrates multiple and multidisciplinary learning methods. The emphasis is on student-centered learning. Reading assignments present controversies in transnational perspective and ethical dilemmas.

Most classes will be conducted using the group-discussion approach that promotes student-centered learning. Based on assigned reading that includes work by medical anthropologists, climate-change scholars, public-health specialists, political scientists focused on health policy and transnational governance, physicians, analysts of transnational migration, and others, each of you will serve as a discussion facilitator on an enduring and/or arising issue of global public health (by providing a critical summary of assigned readings and leading small-group discussion centered around one question raised by the instructor and one question of your own construction).

Writing Assignments

Lecture Series Critical Review

Based on at least two presentations by speakers in the *Global Public Health* lecture series, write and submit a 3-page critical review that identifies the promise and limitations of Northern-inspired approaches to communicable and/or chronic illness in the Global South.

Final Paper/Project

The final paper should be based on applied problem-focused research that addresses a practical *transnational* public-health challenge. The instructor will provide guidance in the identification of topics and research approaches.

Assessment

Discussion facilitator 10%
In-class participation 10%
Mid-term essay exam 20% (**March 18**)
Critical Review 20% (**April 30 latest**)
Final paper 30% (**May 6**)
Toolkit 10% (**May 6**)

Required Texts

Abraham Verghese, *Cutting for Stone* (2009)
All other readings are on moodle

Weekly Schedule and Assignments ***(assigned readings should be completed by the date listed)***

January 28: Introduction to the course

February 4: Introduction to Public Health

Assignment: (1) Johnson, *The Ghost Map*, pp. pp.231-256

(2) Mcneil, "Clues to Typhoid Mary Mystery" (2013)

(3) Fried, et al., "Global Health Is Public Health" (2010)

(4) Optional: RadioLab podcast: Patient Zero www.radiolab.org/2011/nov/14/ Click on "listen"
to open media player or download podcast to your ipod

2-page ungraded essay due

Information literacy workshop with Sue Samson

February 11: Global Health: Why Should We Be Concerned?

Assignment: (1) Farmer, "Health, Healing, and Social Justice: Insights from Liberation Theology" (2005)

(2) Pisani, *Wisdom of Whores: Bureaucrats, Brothels, and the Business of AIDS*, pp. 1-12,124-60

(3) Harris, "Malnutrition in Well-fed Children is Linked to Poor Sanitation" (2014)

In class film: Contagion DVD 05335 (106 minutes)

February 18: Infections in a Borderless World; Responses to Public Health Crises (Quarantine, Isolation, Closures)

Assignment: (1) Garrett, "Yambuku," *The Coming Plague* (1994)

(2) Walsh, "Virus Hunter" (2011)

(3) Onishi and Mouawad, "How Global Travel is Open to the Spread of Disease" (2014)

(4) Dr. Oz, "When Panic Goes Viral" (2011)

(5) Zuger, "Cough that Launched a Hit Movie" (2011)

(6) Lipkin, "The Real Threat of 'Contagion'" (2011)

(7) WHO & H. Kelly, "Is the International Community Adequately Prepared to Address Global Health Pandemics?" (2012)

(8) Jane S. Smith, "The Personal Predicament of Public Health" (2003)

(9) Zuger, "Isolation, an Ancient & Lonely Practice, Endures" (2010)

February 25: Ebola & Malaria

Assignment: (1) Shah, "In Africa, Anti-Malaria Mosquito Nets Go Unused" (2010)

(2) Packard, "Origins of Antimalarial Drug Resistance" (2014)

(3) "19 Ways to Beat Malaria" (2014)

(4) "Multisectoral Action Framework for Malaria" (2014) www.rollbackmalaria.org

(5) Onishi, "Clashes Erupt as Liberia Sets a Quarantine" (2014)

(6) McCoy, "How Deforestation Shares the Blame for the Ebola Epidemic" (2014)

March 4: Health & Migration; Transnational Competence and Global Public Health

Assignment: (1) Koehn, "Global Health and Human Rights: Challenges for Public Health Administrators in an Era of Interdependence and Mobility" (2007)

(2) Basu, "A Worker with No ID and Great Medical Need" (2011)

(3) Tiilikainen and Koehn, "Transforming the Boundaries of Health Care: Insights from Somali Migrants." (2011)

(4) Koehn, "Mental Health and Migration" (2012)

(5) Koehn, *Transnational Competence* (2010), pp. 94-108

Communicating Effectively through an Interpreter DVD (28 minutes)

March 11: Provider-recipient Interactions: The Global North

Assignment: (1) Verghese, *Cutting for Stone* (entire book read by now)

(2) Koehn, "Immigrants and Health" (2012)

(3) Patterson and Gong, "Addressing Health Disparities in Immigrant Populations in the United States" (2009)

(4) Tavernise, "Number of Americans Without Health Insurance Falls" (2012)

(5) Sanger-Katz, "Rulings on Health Law Could Deepen U.S. Divide" (2014)

- (6) Medina, "In California, A Push for Immigrant Health" (2013)
- (7) Tavernise, "For Americans under 50, Stark Findings on Health" (2013)
- (8) Uken, "Montana Ranks as 29th Healthiest State in U.S." (2012)
- (9) Fisher, "Best & Worst to be Born Into" (2013)

In-class film: Sicko DVD 02488 (123 minutes)

March 18: Mid-term exam

March 25: Travel Health

Select and assign final paper topics

April 1: Spring break

April 8: The Fatal (and Reverse) Flow of Expertise

Assignment: (1) J. Dwyer, "What's Wrong with the Global Migration of Health Care Professionals?" '07

(2) Connell, "The Geography of Need" (2010)

(3) Kerry, Auld, and Farmer, "An International Service Corps for Health" (2010)

Writing workshop with Gretchen McCaffrey

Review paper topics

April 15: Global Governance & Public Health Challenges

Assignment: (1) Visit web sites of WHO, MSF, UNHCR, Gates Foundation

(2) Matthew Bishop and Michael Green, "Billanthropy: Good or Bad?" (2009)

(3) "Inside the Brain of Bill Gates" (2011)

(4) McNeil, "Pharmaceutical Giant to Give \$5.7 Million Toward Health Programs in Poor Countries" (2011)

(5) McNeil, "\$12 Billion is Pledged to Fight AIDS, TB & Malaria" (2013)

(5) Altman, "How Tiny Errors in Africa Led to a Global Triumph" (2011)

(6) Klapper & Riley, "Haiti Lessons: A Corps for Doctors" (2010)

April 22: Chronic Illness, Disabilities, & Mental Health in Global Perspective

Assignment: (1) Yach & Beaglehole, "Globalization of Risks for Chronic Diseases Demands Global Solutions" (2004)

(2) Lee, "Globalization of Lifestyles" (2003)

(3) UN General Assembly Sept. 2011 Summit on Chronic Illness, "Non-communicable Diseases Deemed Development Challenge of `Epidemic Proportions'"

(4) "Mexico Faces Disaster of Diabetes, Obesity" (2012)

(5) Brody, "Numbers Behind an Urgent Fight" (2011)

(6) Parker-Pope, "Workplace Cited as a New Source of Rise in Obesity" (2011)

(7) Brody, "Communities Learn Good Life Can Be a Killer" (2012)

(8) Pollack, "AMA Recognizes Obesity as a Disease" (2013)

(9) Tanner, "2 Suggest State Custody for Severely Obese Kids" (2011)

(10) Yee, "Bloomberg Seeks End to Cheap Cigarettes" (2013)

(11) Conly, "Three Cheers for the Nanny State" (2013)

- (12) "Americans with Disabilities Applaud President Obama's Intention to Sign Convention" '09
(13) http://articles.washingtonpost.com/2012-12-04/politics/35624602_1_treaty-americans-with-disabilities-act-veterans

April 29: Transnational Collaboration

- Assignment: (1) Kimani, "Better Health at the Click of a Button" (2008)
(2) Zuger, "Folding Saris to Filter Cholera-contaminated Water" (2011)
(3) Fuller, "Volunteers Forge Better Care in Thailand's Villages" (2011)
(4) McNeil, "Brewing Up Double-edged Delicacies for Mosquitoes" (2011)
(5) Hoffman, "Lifestraw Saves Those without Access to Clean Drinking Water" (2011)
(6) Wisneski and Anderson, "An Eastern Perspective on Stress" and "QiGong" (2005)
(7) Schiff, "Developing Nations: Laboratories for Health Care Innovation" (2010)
(8) Coloma and Harris, "Innovative Low-cost Technologies for Biomedical Research and Diagnosis in Developing Countries" (2004)

In-class film: Triage: Dr. James Orbinski's Humanitarian Dilemma (DVD 04958; 88 minutes)

May 6: Provider-recipient Interactions: The Global South

- Assignment: (1) Review Verghese, *Cutting for Stone*
(2) "Supporting Surgery for Obstetric Fistula" (2004)
(3) Zhang, "China's Barefoot Doctor" (2008)
(4) Bosely, "Millions with HIV Die for Lack of Access to AIDS Drugs" (2014)

Connecting Global Health & Other "Big Issues": Armed Conflict, Climate Change, Disasters, Development

- Assignment: (1) Schuller, "Three Capitals: A Framework," pp. 12-21 (2004)
(2) Harding and Libal, "War and the Public Health Disaster in Iraq" (2010)
(3) Friel et al., "Urban Health Inequities and the Added Pressure of Climate Change" (2011)
(4) WHO, Commission on Social Determinants of Health, *Closing the Gap in One Generation* (2008), pp. 1-2.
(5) Bradley and Taylor, "To Fix Health, Help the Poor" (2011)
(6) McMichael, "Globalization, Climate Change, and Human Health" (2013)
(7) Plotkin, "What the People of the Amazon Know That You Don't" Ted talk
(8) Koehn, "Back to the Future: Bicycles, Human Health, and Greenhouse Gas Emissions in China" (2007)
(9) Cheney, "Neurologist Links 'Silent' Hazards of Coal, Health Statistics" (2013)

May 6: Final Paper due

May 13 (5:30-7:30): Final Paper Presentations

Celebration event

Accessibility

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