Course Syllabus (REVISED)
Theories of Global Development and Public Health Policy (Rm 1B)

In the first part of this course students will be introduced to different theories of development (modernization theory, dependency theory, and world systems theory) and discuss their implications for global public health. Student readings will cover comparisons of different health systems, the role of global public health partnerships in supporting health systems such as the Global Alliance for Vaccines and Immunizations (GAVI), the Global Fund to Fight AIDS, TB, and Malaria and the Clinton Global Initiative; women’s role in development and health; the growing significance of chronic diseases, population shifts towards greater urbanization, and the challenges of public health practice. In addition, one lecture will focus on strategies for assessing population health, with an overview of the main methods of demography used to study changes in population size and composition as well as trends and differentials in fertility, mortality and morbidity. Students will also consider the role of culture on global health and development. Using tobacco as an example, students will learn about changing global lifestyles, the role of social marketing, and opportunities for prevention and control.

Course Objectives
Upon completion of the course, students will be able to:
- Describe different theories of development including modernization and dependency theories and their implications for global health
- Discuss issues related to the role of women in development and global health
- Identify major global public health partnerships and the elements that contribute to their successes and failures
- Discuss and analyze the challenges of global public health practice
- Describe population concepts such as fertility, mortality and morbidity in relation to global health

This class is designed primarily as a reading seminar, so classes are devoted primarily to discussion between and among students and the instructor, with minimal lecture. It is essential that seminar participants come to class prepared to discuss all assigned readings for that day’s class. Participants are expected to not only read, but also reflect upon the assigned readings and make notes for discussion purposes on assigned readings each week. Students will be graded on class participation overall.

Grades are determined, based on:
- Class participation in discussion of readings
- Country brief reports
- Final paper and presentation
(Each represents one-third of the grade)
Required Texts (in additional to assigned journal articles listed below):


(1) January 18. Overview
Reading for next week:

(2) January 25. Modernization and Dependency Theories of Development and their Relationship to Global Health
Reading for next week:

(3) February 1. Health Care Systems/Financing Health Care (*Brief 1 due*)
   - *Fixing Health Systems: Evidence for Change; Building Better Health; The Child, Not the Disease; Net Solution*

Reading for next week:
      http://www.globalizationandhealth.com/content/2/1/12
      http://www.thelancet.com/journals/lancet/article/PIIS0140-6736(04)17482-5/fulltext

(4) February 8. Health Professionals and the Brain Drain: Strengthen Health Systems in an Interdependent World (*Brief 2 due*)
   - *The Great Health Services Swindle: Health Professional Brain Drain*

Reading for next week:

   - *Drowned Out*
Reading for next week:

Brief 3 Due

**6) February 22.** Challenges for Public Health Practice in Developing Countries (Brief 4 due)

Reading for next week:

**7) February 29.** Global Processes and Institutions Important for Health and Health Care (also Millennium Development Goals) (Brief 5 due)
   - “Real Collaborations”

Reading for next week:

**8) March 7.** Development Initiatives and Partnerships to Address Global Public Health Challenges (Brief: *Development Initiatives and Global Partnerships*)

Reading for next week FOOD CRISIS/URBAN:

**March 14.** Spring Break/No Class

**9) March 21.** Beyond Health Care (Global Food Crisis, Conflict and Violence, Global Trade, Climate Change, and the Urban/Rural Transition) (Brief: *Global Food Crisis, Conflict and Violence, Global Trade, Climate Change, and the Urban/Rural Transition*)
   - We Feed the World

   • NOTE If Dr. Grau can make it….she will talk about the Plight of Stateless People: The Experience of Haitian Migrant workers in the Dominican Republic  
   *Haiti and the Dominican Republic: An Island Divided* (PBS)


Reading for next week WOMEN DEVELOPMENT:

**March 28.** Women and Development (Maternal Mortality/Reproductive Health (Brief: Beyond Health Care (Brief: Women and Development))

- *A Walk To Beautiful*

Reading for next week:


Additional Recommended Readings/Resources:
Official WHO FCTC Documents: http://www.who.int/gb/fctc/

**April 4.** Smoking and Global Tobacco Control (Dr. Cris Delnevo) (Brief: Smoking and Global Tobacco Control)

Reading for next week:


**April 11.** Demographic Concepts and Methods for Global Health (Rizie Kumar)

Reading for next week:


(13) **April 18.** Social Marketing in a Global Context (Dr. Jane Lewis) (Brief: *Impact of Global Social Marketing*)

(14) **April 25.** Student Presentations. Global Challenge Paper Due.

**ASSIGNMENTS**

1. **Class Discussion.** Students are expected to do all assigned readings each week and to participate in class discussions of the readings (one-third of grade).

2. **Country Briefs.** In the first two weeks of class identify a developing country that you are interested in tracking for the semester on which you want to focus your weekly briefs. Make sure it is one where there is sufficient CURRENT data available as well as sources of information in the literature and online. For each class, starting February 1, prepare a 1-2 page single spaced summary of what is happening in your country in relation to the issue we will be discussing that evening. For example, for February 1, your first paper should generally describe how the health care system is structured and financed in your country. Following the discussion of assigned readings, you will be asked to briefly summarize the information about your country. Briefs must be submitted at the end of each class (one-third of grade). Brief topics:
   1. February 1. *Health Care Systems/Financing Health Care*
   2. February 8. *Health Professionals and the Brain Drain*
   3. February 15. *Colonial History and Global Relationships (i.e. trading partners, to who it sells its exports and from whom does it import what?)*
   4. February 22. *Challenges for Public Health Practice*
   5. February 29. *Global Processes and Institutions Important for Health*
   6. March 7. *Development Initiatives and Global Partnerships*
   7. March 22. *Issues Beyond Health Care (Global Food Crisis, Conflict and Violence, Global Trade, Climate Change, and the Urban/Rural Transition)*
   9. April 4. *Smoking*
   10. April 18. *Social Marketing*

3. **Global Challenge:** For the country you have selected to focus on for the semester, identify a pressing health issue that needs to be tackled (perhaps one likely related to whether the country achieves one of the Millennium Development Goals). For the particular issue, provide a comprehensive review of the data with regard to the extent of the problem and approaches that have been used and are currently being used to address the issue. Then propose an alternative approach that could be used to address the health problem. Provide examples of how your plan would be implemented and its likely impact on the health problem. Final paper (12-15 pages) and powerpoint presentation to be given in the last class (one third of grade).

**PLEASE NOTE: SPH Honor Code**
Each student bears a fundamental responsibility for maintaining academic integrity and intellectual honesty in his or her graduate work. For example, all students are expected to observe the generally accepted principles of scholarly work, to submit their own rather than another’s work, to refrain from falsifying data, and to refrain from receiving and/or giving aid on examinations or other assigned work requiring independent effort. In submitting written material, the writer takes full responsibility for the work as a whole and implies that, except as properly noted by use of quotation marks, footnotes, etc., both the ideas and the words used are his or her own. In addition to maintaining personal academic integrity, each student is expected to contribute to the academic integrity of the school community by not facilitating inappropriate use of her/his own work by others and by reporting acts of academic dishonesty by others to an appropriate school authority. It should be clearly understood that plagiarism, cheating, or other forms of academic dishonesty will not be tolerated and can lead to sanctions up to and including separation from the UMDNJ-School of Public Health.