Instructor: Chelsea L. Demarest, MPH

Office: Room 222, Silcox Physical Education and Health Center

E-mail: DEMARESTCL@COFC.EDU
       *All emails must include “HEALTH_230” in the subject line.
       *Emails with an incorrect subject line will NOT be answered.

Phone: N/A

Course Meeting Time:
Days: Tuesday and Thursday
Time: 4:00PM - 5:15PM
Location: PCTR
Room: 409

Office Hours: Monday & Wednesdays 11:00-12:45PM *Or by appointment
       Please use the link below to schedule appointments:
       Click here to make an appointment with Ms. Demarest


Course Description
This course provides an overview of the determinants that impact health outcomes around the globe. Special attention will be given to continents economically disadvantaged and currently suffering from major pandemics such as HIV/AIDS, TB and Malaria, and from other emerging and re-emerging diseases.

Required Textbooks
Textbook Details

**CASE STUDIES IN GLOBAL HEALTH | Edition: 07**
Author: LEVINE  
ISBN: 9780763746209  
Publication Date: 04/02/2007  
Publisher: JONES+BART

**GLOBAL HEALTH 101 | Edition: 2ND 12**
Author: SKOLNIK  
ISBN: 9780763797515  
Publication Date: 08/15/2011  
Publisher: JONES+BART

**CEPH Competency Description**
1. Explain from a national and global perspective the burden of disease, social-economic determinants of health, the links between health and development, and approaches to international cooperation to monitor, promote and protect health. Describe the most cost-effective interventions to address key issues e.g. nutrition, TB, malaria, and HIV and long term issues including sustainability.
2. Describe the current U.S. and selected global public health and health care delivery systems; explain structures for and approaches to development of health policies; apply knowledge of the U.S. public health and health care delivery systems to current policy debates; and apply principles for conducting a health policy analysis.

**Learning Objectives**
Upon completion of the course, the student should be able to:

1. Define global health and discuss the major U.S. global health initiatives.
2. Discuss the principles and goals of global health and apply the principles when evaluating the global burden of disease.
3. Define health equity and discuss the ethical and human rights concerns in global health.
4. Define a health system. Compare and Contrast public, private, and NGO sectors of the health system.
5. Describe culture and health and discuss how health beliefs, practices, and behaviors influence global health.
6. Describe and Discuss factors influencing the global burden of disease (both communicable and non-communicable). Critically evaluate the determinants of women and child health.

7. Define and Discuss how key global health actors can work together to improve global health. Critically evaluate future global health challenges and ways to meet them.

**Grading Scale:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
</tr>
<tr>
<td>A-</td>
<td>88-89</td>
</tr>
<tr>
<td>B+</td>
<td>85-87</td>
</tr>
<tr>
<td>B.</td>
<td>80-84</td>
</tr>
<tr>
<td>B-</td>
<td>78-79</td>
</tr>
<tr>
<td>C+</td>
<td>75-77</td>
</tr>
<tr>
<td>C.</td>
<td>70-74</td>
</tr>
<tr>
<td>C-</td>
<td>68-69</td>
</tr>
<tr>
<td>D+</td>
<td>66-67</td>
</tr>
<tr>
<td>D</td>
<td>64-65</td>
</tr>
<tr>
<td>D-</td>
<td>62-63</td>
</tr>
<tr>
<td>F</td>
<td>Less than 62</td>
</tr>
</tbody>
</table>
## Points

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes 1-10</td>
<td>100 Points (10 Points Each)</td>
</tr>
<tr>
<td>Literature Review Paper</td>
<td>100 Points</td>
</tr>
<tr>
<td>Case Study Presentation</td>
<td>100 Points</td>
</tr>
<tr>
<td>Midterm Examination</td>
<td>50 Points</td>
</tr>
<tr>
<td>Final Examination</td>
<td>100 Points</td>
</tr>
</tbody>
</table>

Total Possible Points: 450

---

### Description of Assignments:

**Quizzes**
The student will complete ten (10) quizzes designed to assess his/her understanding of the course. Quizzes will be open notes/book and will be completed online using OAKS. **I will not provide you with a copy of the quiz questions. It is your responsibility to write the questions down while taking the quiz if you would like to have them for your record.**

Pop quizzes will be given throughout the semester to reward students who attend class.

**Mid-Term Literature Review Paper**
The student will write a mid-term literature review paper on a global health topic of his/her choice. The paper should be ten pages in length (double-spaced, 12-point Times New Roman font) and written using at least five primary resources. **Title Page and bibliography page do not count in your page count!**

**Case Study Presentation**
Case Study teams will present one assigned global health case study to the class.

**Exams**
The exams will be cumulative and will cover all the assigned readings (even if we did not necessarily discuss them in class), lecture material, and any material that speakers or other students contributed in class. Multiple choice, and true/false questions can be expected. The
exam must be taken on the scheduled date and time, unless prior arrangements have been made and a documented reason for needing to take the exam at a different time has been presented.

---

**Classroom Policies**

**Statement Regarding Disabilities**
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protections for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. The College abides by section 504 of the Rehabilitation Act of 1973 and the ADA, which stipulates that no student shall be denied access to an education solely by reason of a handicap. Disabilities covered by law include, but are not limited to, learning disabilities and hearing, sight; or mobility impairments. If you have a documented disability that may have some impact on your work in this class and for which you may require accommodation, please see an administrator at the Center of Disability Services/SNAP at (843) 953-1431 or talk to me so accommodations may be arranged.

**College of Charleston Honor Code and Academic Integrity**
All work for this class is subject to the Honor System of the College of Charleston. The Honor System of the College of Charleston is intended to promote and protect an atmosphere of trust and fairness in the classroom and in the conduct of daily life. Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved. Incidents where I determine the student’s actions are more related to a misunderstanding will be handled by me. A written intervention designed to help prevent the student from repeating the error will be given. The intervention, submitted by form and signed by the student, and myself will be forwarded to the Dean of Students and placed in the student’s file. Cases of suspected academic dishonesty will be reported directly by me and/or others having knowledge of the incident to the Dean of Students.

A student found responsible by the Honor Board for academic dishonesty will receive an XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the X to be expunged. The F is permanent. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board. Students should be aware that unauthorized collaboration—working together without permission—is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the
assignment is permitted. Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information via a cell phone or computer), copying from others’ exams, fabricating data, and giving unauthorized assistance. Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from me. Students can find the complete Honor Code and all related processes in the Student Handbook at:


Copyright and Plagiarism: Please note that all materials used in this course are copyrighted. This includes, but is not limited to, handouts (i.e., syllabi, in-class materials, quizzes, exams, and other forms). Therefore, no student has the right to copy the handouts, unless permission is expressly granted. As commonly defined, plagiarism consists of passing off as one’s own the ideas, words, writings, of another person. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have the permission of that person.

**SNAP Accommodations**

Students with approved SNAP accommodations are required to provide the SNAP letter during the first two weeks of class, and to provide me with a SNAP office envelope no less than one week prior to the exam (as described in the SNAP office guidelines).

**Other Accommodations**

Any student who needs special arrangements as a result of religious holidays or university-sponsored events, etc. must contact me within the first two weeks of class to make such accommodations as may be necessary.

**Electronic Device Policy**

ALL electronic devices (anything with an on/off switch or button) are to be turned OFF before entering the classroom. All electronic devices must be kept in book bags or out of sight during class. Any student seen using an electronic device during class will be asked to leave class for the day without the option to make up any of the assignments/quizzes completed during class that day. Any electronic device that is visible during an exam will result in an Honor Code violation.
Tentative Course Calendar

Tuesday August 25th  
Course Introduction

PART ONE: PRINCIPALS, MEASUREMENTS, AND THE HEALTH-DEVELOPMENT LINK

Thursday August 27th  
Chapter One Lecture: The Principles and Goals of Global Health

Tuesday September 1st  
Film: A Powerful Noise

Thursday September 3rd  
Film: A Powerful Noise

Tuesday September 8th  
Chapter Two Lecture: Health Determinants, Measurements, and Trends

Thursday September 10th  
Library Resource Day  
Location: Addlestone Library  
Room: 122

September 10th, 2015  
EXTRA CREDIT OPPORTUNITY  
POSSIBLE POINTS: 10 POINTS
Charleston County 2015 Freedom Reigns South Carolina 9-11 Remembrance Event  
Charleston Music Hall (37 John St. Charleston, SC)  
Arrival time: 6:45PM  
Keynote address 7 - 7:45pm  
Concert featuring Summerville Orchestra 8pm

Tuesday September 15th  
Overview of Literature Reviews
Thursday September 17th  Chapter Three Lecture: Health, Education, Poverty, and the Economy

PART TWO: CROSS-CUTTING GLOBAL HEALTH THEMES

Tuesday September 22nd  Chapter Four Lecture: Ethical and Human Rights Concerns in Global Health
Thursday September 24th  Chapter Five Lecture: An Introduction to Health Systems
Tuesday September 29th  Chapter Six Lecture: Culture and Health

PART THREE: THE BURDEN OF DISEASE

Thursday October 1st  Chapter Seven Lecture: The Environment and Health
Tuesday October 6th  Chapter Eight Lecture: Nutrition and Global Health
Thursday October 8th  Chapter Nine Lecture: Women’s Health
Tuesday October 13th  Chapter Ten Lecture: Child Health
Thursday October 15th  MIDTERM EXAM

Thursday October 22nd  Chapter Eleven Lecture: Communicable Diseases  Film: The World’s Toilet Crisis

October 24th, 2015
EXTRA CREDIT OPPORTUNITY
POSSIBLE POINTS: 10 POINTS
James Island Connector Run
Team: College of Charleston
Registration link: https://www.eventbrite.com/teams/1380098/
Promo code:
Tuesday October 27th  
Film: The World’s Toilet Crisis

Thursday October 29th  
Chapter Twelve Lecture: Non-communicable Diseases

**PART FOUR: WORKING TOGETHER TO IMPROVE GLOBAL HEALTH**

Tuesday November 3rd  
Chapter Thirteen Lecture: Unintentional Injuries Chapter

Chapter Fifteen Lecture: Working Together to Improve Global Health

Thursday November 5th  
Chapter Sixteen Lecture: Science, Technology, and Global Health

**Tuesday November 10th**  
**Literature Reviews Due**

*Bring a hard copy to turn in at the beginning of class.*

*Come prepared to give an overview of your paper*

Thursday November 12th  
Chapter Seventeen Lecture: Working in Global Health

**Tuesday November 17th**  
**Case Study Presentations: Groups 1-3**

**Group 1:** Case Study: Eradicating Smallpox

**Group 2:** Case Study: Preventing Iodine Deficiency Disease in China

**Group 3:** Case Study: Curbing Tobacco Use in Poland

**ALL QUIZZES CLOSE AT 11:59PM**

**Thursday November 19th**  
**Case Study Presentations: Groups 4-6**

**Group 4:** Case Study: Reducing Child Mortality through Vitamin A in Nepal

**Group 5:** Case Study: Eliminating Polio in Latin America and Presentations the Caribbean

**Group 6:** Case Study: Preventing Diarrheal Deaths in Egypt

**Tuesday November 24th**  
**Case Study Presentations: Groups 7-9**
Group 7: Case Study: Eliminating Measles in Southern Asia
Group 8: Case Study: Preventing HIV/AIDS and STIs
Group 9: Case Study: Reducing Guinea Worm in Asia and Sub-Saharan Africa

Thursday December 1\textsuperscript{st}  

Final Exam Review Session  
A study guide for the final exam will not be provided. It is highly recommended that students attend the final review session.

Tuesday December 3\textsuperscript{rd}  

Final Exam Review Session  
A study guide for the final exam will not be provided. It is highly recommended that students attend the final review session.

**Final Exam**  
Date: December 10\textsuperscript{th} 4:00-7:00PM  

**Changes to Syllabus**  
The schedule, policies, and procedures listed in this syllabus are subject to change, at the discretion of the instructors. Fair notice will be given to students. No changes will be implemented retroactively.