

**PubH 6134-001**  
**Sustainable Development and Global Health**  
**Fall 2015**

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**Credits:** 2  
**Meeting Days:** T Th  
**Meeting Time:** 1:25 - 3:20  
**Meeting Place:** Mayo 1255  
**Instructor:** William Toscano  
**Office Address:** 1165 Mayo Building  
**Office Phone:** 612-859-2120  
**Fax:** 612-626-4837  
**E-mail:** [tosca001@umn.edu](mailto:tosca001@umn.edu)  
**Office Hours:** By Appointment

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**I. Course Description**

This course is designed for Master of Developmental Practice Students, as an introduction to global public health. It is intended for students who do not have extensive public health training. This class will focus on the *effect of globalization on social and sustainable development on global health from a public health perspective. Topics will include the interplay between global stressors such as population, war, economics, urbanization, environment, water and sanitation, communicable and non-communicable conditions and their effects on human health globally. Empowerment of women and children's health, social determinants of global disease patterns, the emergence of new infectious and chronic diseases, food security and environmental health will be discussed.*

**II. Course Prerequisites**

None

### III. Course Goals and Objectives

After completion of this course, students will be able to:

- Discuss major determinants of global health
- Identify issues of political economy on global health issues
- Describe the action of the globalization movement on human health
- Describe the most prevalent global diseases.
- Discuss role of sustainability on global economic development and health
- Identify risk factors, and major policy issues for prevention and control of diseases of global importance

### IV. Methods of Instruction and Work Expectations

Lecture, discussion, in class presentation and written paper of a country case study, in class exercises, Final Examination

### V. Course Text and Readings

Skolnik, R., Global Health 101, 3<sup>rd</sup> Ed. APHA Press, Jones and Bartlett

### VI. Course Outline/Weekly Schedule

Date	Topic	Required Reading	Instructor
Sept. 08	<b>Introduction to Global Health</b> <b>Globalization and Health: Challenges and Prospects;</b>	Chapter 1	W. Toscano
Sept. 10	<b>Measures of Health and Disease in Populations</b> <b>Millennium Goals: Socioeconomics and Disease</b>	Chapter 2	W. Toscano
Sept. 15	<b>Global Climate Change and Health</b>		M. Simcik
Sept. 17	<b>Infectious Diseases</b>	Chapter 12	W. Toscano
Sept 22	<b>Infectious Diseases</b>	The Next Time Nature: <b>524</b> (August 2015)	W. Toscano
Sept. 24	<b>Culture and Health</b>	Chapter 6	W. Toscano
Sept. 29	<b>Environment and Health</b>	Chapter 7	W. Toscano
Oct. 1	<b>Nutrition, Food Security</b>	Chapter 8	W. Toscano
Oct. 6	<b>Food Security Exercise</b>	Moodle Hand out	Class
Oct. 8	<b>Tobacco and Health</b>	Moodle Hand out	W. Toscano
Oct. 13.	<b>Non communicable Diseases and Injuries</b>	Chapter 13 Chapter 14	W. Toscano

Oct. 15	<b>Microcredit Exercise</b>	Moodle Handout	Class
Oct. 20	<b>Women's, Children's and Adolescent Health</b>	Chapters 9, 10, 11	W. Toscano
Oct. 22	<b>Disaster</b>	Chapter 15	W. Toscano

## Oral Assignment:

**Global health in the news – 10 minute talk** Pick an article from popular press; research in peer-reviewed literature; present 10 min talk.

**Quizzes:** At the beginning of each class there will be a short quiz based on the assigned reading

## In Class Group Exercises:

### Micro-credit Exercise

The project consists of two parts, preparing a Microcredit business plan and a Poster Presentation of the plan.

You have selected a country on which you have or will present a case study. For that country, which you have researched, you will prepare a **Microcredit business plan**, and make a poster presentation on that plan to the panel of experts.

**Microcredit Business Plan:** Prepare a Microcredit Business plan, and apply for a microcredit grant as if you were a person living in the country on which you are an expert. Think about what sort of business you will offer as a solution to pressing economic challenges. Then if you were a local person from that region, complete a business plan application for a loan of up to \$1,000. Your plan should be convincing and promising in terms of the realities of the region and economy as well as in terms of the hypothetical person that you will portray as the business owner. In preparing your application, you should address the following:

1. Product - what is a realistic product or service? Consider local resources, market and skills.
2. Costs - What are realistic one-time and on-going monthly costs?
3. Meeting the costs - What will the owner's monetary and capital investment be? What other financial resources will be needed?
4. Profits - Calculate the project monthly profit and 3 month profit?
5. Long Term Goals - How will the plan affect structural change and help after the cycle of poverty for the owner? What are the environmental impacts of the proposed business? How will the business plan affect the local and regional culture?

**Poster presentation** - Present your microcredit business plan to the panel of experts, who will decide whether your plan is economically, environmentally, and socially sustainable. The poster presentation is part of your presentation and is due during the same day as the exercise.

**Your poster must include:**

A business logo and other visual aids, such as a map, graph, table, diagram, flow chart, time line for the business. Think about what type of business logo and visual aids will make your proposal more convincing and promising.

When presenting your plan, be confident, knowledgeable, clear, and organized.

The committee will vote for or against funding your plan based on how factually convincing and how promising the proposal is in terms of:

1. Structural change and poverty alleviation
2. Economic feasibility
3. Environmental sustainability
4. Effect on society and culture.

## **Nutritional Security Exercise**

- The activity is to simulate subsistence farming in small villages in Africa
- Arrange yourselves into villages (groups of 5)
- Choose a name of your village
- Take 5 min to decide which crops you will cultivate; mark them on a sheet of paper
  - Your village has 10 small fields to plant
  - You must plant at least three different crops to ensure a variety of food types, and at least two fields must be protein crops
- Roll the die to determine weather for 1<sup>st</sup> year:
- 1 = Drought; 2, = very dry 3 dry, 4 = partial rain 5 = wet year; 6 = floods
- Compute food yields based on weather
- Read the name of your village, crops planted and yield
- Draw an impact card read it to the class. Some apply to all villages others to your village only
- Complete the impact loss line
- Calculate total yield after impact
- Calculate nutrition value for your village.

## VII. Evaluation and Grading

Grading will consist of performance on daily quizzes, performance in class exercises, and oral presentation

The Grading will be based on performance on quizzes (33%), Oral Presentation (33 %), and In class exercises (33%). Missed assignments **CANNOT BE MADE UP.**

A 4.000 - Represents achievement that is outstanding relative to the level necessary to meet course requirements

A- 3.667

B+ 3.333

B 3.000 - Represents achievement that is significantly above the level necessary to meet course requirements

B- 2.667

C+ 2.333

C 2.000 - Represents achievement that meets the course requirements in every respect

C- 1.667

D+ 1.333

D 1.000 - Represents achievement that is worthy of credit even though it fails to meet fully the course requirements

S Represents achievement that is satisfactory, which is equivalent to a C- or better.

**For additional information, please refer to:**

<http://policy.umn.edu/Policies/Education/Education/GRADINGTRANSCRIPTS.html>.

### Course Evaluation

The SPH will collect student course evaluations electronically using a software system called CoursEval: [www.sph.umn.edu/courseval](http://www.sph.umn.edu/courseval). The system will send email notifications to students when they can access and complete their course evaluations. Students who complete their course evaluations promptly will be able to access their final grades just as soon as the faculty member renders the grade in SPHGrades: [www.sph.umn.edu/grades](http://www.sph.umn.edu/grades). All students will have access to their final grades through OneStop two weeks after the last day of the semester regardless of whether they completed their course evaluation or not. Student feedback on course content and faculty teaching skills are an important means for improving our work. Please take the time to complete a course evaluation for each of the courses for which you are registered.

### Incomplete Contracts

A grade of incomplete "I" shall be assigned at the discretion of the instructor when, due to extraordinary circumstances (e.g., documented illness or hospitalization, death in family, etc.), the student was prevented from completing the work of the course on time. The assignment of an "I" requires that a contract be initiated and completed by the student before the last official day of class, and signed by both the student and instructor. If an incomplete is deemed appropriate by the instructor, the student in consultation with the instructor, will specify the time and manner in which the student will complete course requirements. Extension for completion of the work will not exceed one year (or earlier if designated by the student's college). For more information and to initiate an incomplete contract, students should go to SPHGrades at: [www.sph.umn.edu/grades](http://www.sph.umn.edu/grades).

**University of Minnesota Uniform Grading and Transcript Policy** - A link to the policy can be found at [onestop.umn.edu](http://onestop.umn.edu).

## VIII. Other Course Information and Policies

### **Grade Option Change** (if applicable)

For full-semester courses, students may change their grade option, if applicable, through the second week of the semester. Grade option change deadlines for other terms (i.e. summer and half-semester courses) can be found at [onestop.umn.edu](http://onestop.umn.edu).

### **Course Withdrawal**

Students should refer to the Refund and Drop/Add Deadlines for the particular term at [onestop.umn.edu](http://onestop.umn.edu) for information and deadlines for withdrawing from a course. As a courtesy, students should notify their instructor and, if applicable, advisor of their intent to withdraw.

Students wishing to withdraw from a course after the noted final deadline for a particular term must contact the School of Public Health Office of Admissions and Student Resources at [sph-ssc@umn.edu](mailto:sph-ssc@umn.edu) for further information.

### **Student Conduct Code**

The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.

As a student at the University you are expected adhere to Board of Regents Policy: *Student Conduct Code*. To review the Student Conduct Code, please see:

[http://regents.umn.edu/sites/default/files/policies/Student\\_Conduct\\_Code.pdf](http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf).

Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities."

### **Use of Personal Electronic Devices in the Classroom**

Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each faculty member to determine if and how personal electronic devices are allowed to be used in the classroom. For complete information, please reference:

<http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html>.

### **Scholastic Dishonesty**

You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. (Student Conduct Code:

[http://regents.umn.edu/sites/default/files/policies/Student\\_Conduct\\_Code.pdf](http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf)) If it is determined that a student has cheated, he or she may be given an "F" or an "N" for the course, and may face additional sanctions from the University. For additional information, please see:

<http://policy.umn.edu/Policies/Education/Education/INSTRUCTORRESP.html>.

The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: <http://www1.umn.edu/oscai/integrity/student/index.html>. If you have additional questions, please clarify with your instructor for the course. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class-e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.

### **Makeup Work for Legitimate Absences**

Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections. For complete information, please see: <http://policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html>.

### **Appropriate Student Use of Class Notes and Course Materials**

Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see: <http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html>.

### **Sexual Harassment**

"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult Board of Regents Policy: <http://regents.umn.edu/sites/default/files/policies/SexHarassment.pdf>

### **Equity, Diversity, Equal Opportunity, and Affirmative Action**

The University will provide equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy: [http://regents.umn.edu/sites/default/files/policies/Equity\\_Diversity\\_EO\\_AA.pdf](http://regents.umn.edu/sites/default/files/policies/Equity_Diversity_EO_AA.pdf).

### **Disability Accommodations**

The University of Minnesota is committed to providing equitable access to learning opportunities for all students. Disability Services (DS) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.

If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact DS at 612-626-1333 to arrange a confidential discussion regarding equitable access and reasonable accommodations.

If you are registered with DS and have a current letter requesting reasonable accommodations, please contact your instructor as early in the semester as possible to discuss how the accommodations will be applied in the course.

For more information, please see the DS website, <https://diversity.umn.edu/disability/>.

### **Mental Health and Stress Management**

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website: <http://www.mentalhealth.umn.edu>.

### **The Office of Student Affairs at the University of Minnesota**

The Office for Student Affairs provides services, programs, and facilities that advance student success, inspire students to make life-long positive contributions to society, promote an inclusive environment, and enrich the University of Minnesota community.

Units within the Office for Student Affairs include, the Aurora Center for Advocacy & Education, Boynton

Health Service, Central Career Initiatives (CCE, CDes, CFANS), Leadership Education and Development –Undergraduate Programs (LEAD-UP), the Office for Fraternity and Sorority Life, the Office for Student Conduct and Academic Integrity, the Office for Student Engagement, the Parent Program, Recreational Sports, Student and Community Relations, the Student Conflict Resolution Center, the Student Parent HELP Center, Student Unions & Activities, University Counseling & Consulting Services, and University Student Legal Service.

For more information, please see the Office of Student Affairs at <http://www.osa.umn.edu/index.html>.

**Academic Freedom and Responsibility: for courses that do not involve students in research**

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.\*

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.

**OR:**

**Academic Freedom and Responsibility, for courses that involve students in research**

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom and conduct relevant research. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.\* When conducting research, pertinent institutional approvals must be obtained and the research must be consistent with University policies.

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.

\* Language adapted from the American Association of University Professors "Joint Statement on Rights and Freedoms of Students".