

SIS 635: Introduction to Global Health

Instructor: Lauren Carruth

Fall 2017 | Mondays 5:30-8:00pm | Hurst 205

subject to change with notification

Contact Information:

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Office hours: Mondays 8:00-8:30pm, Tuesdays 11:30am-4:00pm, or by appointment

Email: lcarruth@american.edu

Course Description:

This course provides a multidisciplinary introduction to the burgeoning field of global health. Global health is typically defined by its commitment to understand not just the manifestations and patterns of disease around the world, but the social, political, and economic forces that place certain individuals and populations at greater risk of morbidity and mortality. Assigned readings, lectures, and visual media will draw from the fields of anthropology, history, epidemiology, nutrition, and public health – and each week, we attempt to put as many of these into conversation as possible. By critically examining these various frameworks and methodologies for understanding disease and the production of global health knowledge, the class will explore the potentials and challenges of improving health outcomes and medical care around the world. Students will exit the class with advanced literacy in the major controversies, challenges, and scientific concepts in the field of global health, and be able to ask critical and cutting-edge questions about global burdens of disease, popular global health campaigns, global health disparities, and the value of global health work to international diplomacy and development.

Goals of the Course:

During this course, students will:

- Learn about the history of global health, and how this history shapes current strategies, policies, priorities, and organizations,
- Learn about the major global health actors, the work they do, and the challenges they face,
- Explore several of the most important global health topics (or cases) from the perspectives of multiple academic disciplines, epistemologies, research methodologies, and organizations,
- Appreciate how history, culture, power, and inequalities are vital to understanding patterns of morbidity and mortality, as well as improving health and health care around the world, and
- Appreciate and value how global health is necessary in the pursuit of social justice, development, and peace.

Learning Outcomes:

By the end of the course, students will:

- Be familiar with the history of global health and its current (intellectual, political, and organizational) forms,
- Be able to recognize the major actors and organizations currently engaged in global public health work and the practice of global medicine, and what kinds of interventions, research and activism they carry out,
- Be able to identify and evaluate multiple ways of defining and measuring “global health,” and demonstrate how these different epistemologies and methodologies produce different priorities, policies, and interventions,

- Be able to understand the basic science of and be able to engage in critical conversations about several of the most important and popular global health topics including nutrition, HIV/AIDS, Ebola, cholera, polio, medical humanitarian assistance, etc.,
- Be able to identify an important global health problem, research and write about the multiple ways of knowing and measuring that particular topic, critically evaluate how different actors and organizations define, measure, and design interventions to address this problem (now and in the past), and suggest ways forward to improve global health responses.

Required Texts:

1. ALL electronic materials, websites, and journal articles found on the syllabus. These are either posted on BLACKBOARD or searchable on the web or the library website: <http://www.american.edu/library/>
2. Farmer, Paul, Jim Yong Kim, Arthur Kleinman, and Matthew Basilio
2013 Reimagining Global Health: An Introduction. University of California Press.
3. Biehl, João
2005 Vita: Life in a Zone of Social Abandonment. University of California Press.

Course Requirements and Assignments:

(1) Participation in discussions and engagement with the course. I expect you to come to class each week with questions and opinions about the assigned materials. If you read or see something of relevance to the course material, please post it online, bring copies to class, or email it to me so we can all take a look.

(2) Weekly written one-page responses conveying your own critical response to that week's course materials. Your responses must be turned in every week, in class, in hard copy, and it must directly respond to the questions I pose drawing explicitly on that week's assigned texts. Responses should be no more than one double-spaced page in length. *Please adhere to these limits*. Although you are expected to complete the required readings, your response should never be a summary, but rather a critical reflection or problem-solving exercise in response to that week's prompt.

(3) Co-leading class, through an oral presentation and written handouts for others. Students will select which week of class (from the list provided) they would like to lead – in pairs or small groups, depending on the size of the class and interest in each topic. Students are expected to present (with Powerpoint or Prezi) the major definitions, epidemiology, biology, recent technological or clinical advancements, recent policy recommendations or interventions, and public health challenges at hand with their given topic. Students are also expected to provide a 1-2 page *useful handout summarizing the important information and take-away messages of the readings and your own research* to the rest of class. They are finally expected to lead our group discussion of the social questions and controversies the texts (and their own outside reading) cover. Students will *not* hand in a weekly response on the week they present, but will need to at least incorporate the prompt or question I suggest into their presentation or discussion questions.

(4) A professional 1000-word blog post. The final blog assignment is meant to allow you to explore your own global health interest and write about it for a general audience—for examples of this kind of work, look at health articles at theconversation.com. You can choose any contemporary or emerging global health issue or a recent innovation or scientific advancement we did not explore in this class. In the blog post, you are expected to demonstrate an ability to write clearly, draw on multiple perspectives and disciplines, critically read and evaluate relevant policy and scientific literature, and importantly, historically, socially, locally, and/or personally contextualize your topic. A short outline of the paper is due by email to me on December 1st, and the final paper is due by 5:30pm Monday December 11, 2017.

Grading Scheme:

Ten 1-page responses:	50% (5% each)
In-class presentation & handout:	20%
Final research paper:	30%

Class Policies:

Device Policy: No devices of any kind, including phones, readers, and laptops are permitted during class unless requested as part of a class participation. Zero exceptions, except with a documented disability.

Academic Integrity Code: All AU students are expected to abide by the Academic Integrity Code, found here: <http://www.american.edu/academics/integrity/code.cfm>. Academic integrity stands at the heart of intellectual life. The academic community is bound by a fundamental trust that professors and students alike undertake and present their work honestly. As a community of the mind, we respect the work of others, paying our intellectual debts as we craft our own work. By registering as a student, you have acknowledged your awareness of the Code, and you are obliged to become familiar with your rights and responsibilities as defined by the Code. Violations of the Academic Integrity Code will not be treated lightly, and disciplinary actions will be taken should such violations occur. Please see me if you have any questions about anything in the Code, in general or as they relate to particular requirements for this course.

Emergency Preparedness: In the event of an emergency, students should refer to the AU Student Portal, the AU website www.prepared.american.edu and the information line (202) 885-1100.

Policy for Sharing of Course Content: Students are not permitted to make visual or audio recordings, including live streaming, of classroom lectures or any class related content, using any type of recording devices (e.g., smart phone, computer, digital recorder, etc.) unless prior permission from the instructor is obtained, and there are no objections from any of the students in the class. If permission is granted, personal use and sharing of recordings and any electronic copies of course materials (e.g., PowerPoints, formulas, lecture notes and any classroom discussions online or otherwise) is limited to the personal use of students registered in the course and for educational purposes only, even after the end of the course. Exceptions will be made for students who present a signed Letter of Accommodation from the Academic Support and Access Center. See: <http://www.american.edu/ocl/asac/Accommodations.cfm>. Faculty may record classroom lectures or discussions for pedagogical use, future student reference, or to meet the accommodation needs of students with a documented disability. These recordings are limited to personal use and may not be distributed (through fileshare), sold, or posted on social media outlets without the written permission of faculty. Unauthorized downloading, file sharing, distribution of any part of a recorded lecture or course materials, or using information for purposes other than the student's own learning may be deemed a violation of *American University's Student Conduct Code* and subject to disciplinary action (see Student Conduct Code VI. Prohibited Conduct).

Students with Disabilities: If you wish to receive accommodations for a disability, please notify me with a letter from the Academic Support and Access Center. As accommodations are not retroactive, timely notification at the beginning of the semester, if possible, is strongly recommended. To register with a disability or for questions about disability accommodations, contact the Academic Support and Access Center at 202-885-3360 or asac@american.edu.

Academic Support: In addition to meeting with me and using the resources available in this department, all students may take advantage of the Academic Support and Access Center (ASAC) for individual academic counseling, skills workshops, tutor referrals, Supplemental Instruction, and Writing Lab appointments. The ASAC is located in Mary Graydon Center 243. Additional resources that may be beneficial in this class include the Bender Library, the Writing Center in the Department of Literature, the Math Lab in the Department of Mathematics & Statistics, and Office of Information Technology.

SCHEDULE OF ASSIGNED READINGS

August 28, 2017: Introductions

- Biehl, Joao and Adriana Petryna
2013 Critical Global Health. *In*, When People Come First. University of California Press.
- Farmer, Paul et al
2013 Introduction: A Biosocial Approach to Global Health. *In*, Reimagining Global Health.

LABOR DAY WEEKEND – NO CLASSES

September 11, 2017: Frameworks and Goals in Global Health

- Hanna, Bridget and Arthur Kleinman
2013 Unpacking Global Health: Theory and Critique. Pp. 15-32. *In*, Reimagining Global Health.
- Global Health Council
2017 <http://globalhealth.org/what-we-do/policy-advocacy/advocacy-hub/global-health-primer/>
- Marmot, Michael
2005 Social Determinants of Health Inequalities. *Lancet*. 365:1099-1104.
- Hesperian Foundation
Where There Is No Doctor. Front Matter, Introduction, and Chapters 1-5. Download here:
<http://hesperian.org/books-and-resources/>
- Robbins, Jim
2011 The Ecology of Disease. <http://www.nytimes.com/2012/07/15/sunday-review/the-ecology-of-disease.html>
- The Centers for Disease Control and Prevention.
OneHealth. <http://www.cdc.gov/onehealth/>
- Sustainable Development Knowledge Platform
2015 Open Working Group proposal for Sustainable Development Goals.
<https://sustainabledevelopment.un.org/focussdgs.html>
- Panter-Brick, Catherine
2014 Health, Risk, and Resilience: Interdisciplinary Concepts and Applications. *Annual Review of Anthropology*. 43: 431-448. <http://www.annualreviews.org/doi/pdf/10.1146/annurev-anthro-102313-025944>

September 18: Histories and Critical Perspectives

WRITING ASSIGNMENT #1 DUE IN CLASS, IN HARD COPY

- Greene, Jeremy et al.
2013 Colonial Medicine and Its Legacies. Pp. 33-73. *In*, Reimagining Global Health.
- Basilico, et al.
2013 Health for All? Competing Theories and Geopolitics. Pp. 74-110. *In*, Reimagining Global Health.
- Kleinman, Arthur and Joan Kleinman
1997 The Appeal of Experience; the Dismay of Images: Cultural Appropriations of Suffering in Our Times. *In*, *Social Suffering*. University of California Press.
- Wainaina, Binyavanga
2013 How to Write about Africa. <https://www.bu.edu/africa/files/2013/10/How-to-Write-about-Africa.pdf>
- Hobbes, Michael

2016 Stop Trying to Save the World. https://newrepublic.com/article/120178/problem-international-development-and-plan-fix-it?utm_source=social&utm_medium=facebook&utm_campaign=sharebtn

September 25:

No class meeting—use this time for group meetings

October 2: Culture and Cross-Cultural Studies in Health

WRITING ASSIGNMENT #2 DUE IN CLASS, IN HARD COPY

Nichter, Mark

2008 Global Health: Why Cultural Perceptions, Social Representations, and Biopolitics Matter. University of Arizona Press. Introduction and Chapter 1: pp. 1-36.

Beck, Julie

2016 The Diseases You Only Get if You Believe in Them.

<http://www.theatlantic.com/health/archive/2016/04/the-diseases-you-only-get-if-you-believe-in-them/479367/>

Lock, Margaret and Vinh-Kim Nguyen

2011 An Anthropology of Biomedicine. Selection. Wiley-Blackwell Publishers.

Kleinman, Arthur and Peter Benson

2006 Anthropology in the Clinic: The Problem of Cultural Competency and How to Fix It. PLoS Med. 2006 Oct; 3(10): e294.

October 9: Nutrition and Infant Feeding

WRITING ASSIGNMENT #3 DUE IN CLASS, IN HARD COPY

UN World Food Program (WFP)

2016 <https://www.wfp.org/hunger/malnutrition> & <https://www.wfp.org/hunger/malnutrition/types>

UN Food and Agriculture Organization (FAO)

2016 <http://www.fao.org/hunger/key-messages/en/>

UNICEF and WHO

2015 Breastfeeding Advocacy Initiative.

http://apps.who.int/iris/bitstream/10665/152891/1/WHO_NMH_NHD_15.1_eng.pdf?ua=1

Tappan, Jennifer

2017 The Riddle of Malnutrition. (selections) Ohio University Press.

Fan, Shenggen

2017 Food Security and Nutrition in an Urbanizing World. Chapter 1, pp. 6-13. Global Food Policy Report. IFPRI.

Hickel, Jason

2015 The hunger numbers: are we counting right? February 17, 2015. The Guardian.

<http://www.theguardian.com/global-development-professionals-network/2015/jul/17/the-hunger-numbers-are-we-counting-right>

Guerrant, R.L., DeBoer, M.D., Moore, S.R., Scharf, R.J. and Lima, A.A.,

2013 The impoverished gut—a triple burden of diarrhoea, stunting and chronic disease. *Nature Reviews Gastroenterology and Hepatology*, 10(4), pp.220-229.

Supplementary Readings:

Blanton, Laura V. et al

2016 Gut bacteria that prevent growth impairments transmitted by microbiota from malnourished children. *Science*. <http://science.sciencemag.org/content/351/6275/aad3311>

- Young, Helen
2001 Nutrition and Intervention Strategies. In, *Food security in sub-Saharan Africa*. Pp. 231-265
- Webb, Patrick
2015 To end malnutrition, we must step up to the plate with data on what people eat. http://www.theguardian.com/global-development/2015/oct/16/malnutrition-food-systems-consumption-better-data?CMP=share_btn_link
- Holland, Rebecca
2017 Frontline: Support for Breastfeeding in Crisis. *The Lancet*. DOI: [http://dx.doi.org/10.1016/S0140-6736\(17\)32098-6](http://dx.doi.org/10.1016/S0140-6736(17)32098-6)
- Bakalar, Nikolas
2014 Is Breast-feeding really better? <http://well.blogs.nytimes.com/2014/03/04/is-breast-feeding-really-better/>

October 16: Sexually Transmitted Infections: HIV/AIDS and HPV

WRITING ASSIGNMENT #4 DUE IN CLASS, IN HARD COPY

Student Presentation Topic: HIV/AIDS and HPV

- The Centers for Disease Control and Prevention
2015 <http://www.cdc.gov/hiv/basics/index.html> including all the links listed horizontally midway down the page, including “Basic Statistics,” “Transmission,” etc.
- PEPFAR
2015 About PEPFAR. <http://www.pepfar.gov/about/index.htm>
- Messac, Luke and Krishana Prabhu
2013 Redefining the Possible: The Global AIDS Response. In, *Reimagining Global Health*.
- Drobac, Peter et al.
2013 Building an Effective Rural Health Delivery Model in Haiti and Rwanda. In, *Reimagining Global Health*.
- Kalofonos, Ippolytos Andreas
2010 “All I Eat Is ARVs”. *Medical Anthropology Quarterly* 24(3):363-380.
- The Centers for Disease Control and Prevention
2016 <https://www.cdc.gov/hpv/> including all the links listed horizontally midway down the page, including “HPV and Cancer,” etc.
- Bruni, Laia et al
2016 Global estimates of human papillomavirus vaccination coverage by region and income level: a pooled analysis. [http://www.thelancet.com/journals/langlo/article/PIIS2214-109X\(16\)30099-7/fulltext](http://www.thelancet.com/journals/langlo/article/PIIS2214-109X(16)30099-7/fulltext)
- Drew, Elaine and Nancy Schoenberg
2011 Deconstructing Fatalism: Ethnographic Perspectives on Women's Decision Making about Cancer Prevention and Treatment. *Medical Anthropology Quarterly*. 25(2):164–182.

October 23: Respiratory Diseases: Pneumonia, Tuberculosis, and Tobacco Use

WRITING ASSIGNMENT #5 DUE IN CLASS, IN HARD COPY

Student Presentation Topic: Pneumonia and Tuberculosis

- Keshavjee, Salmaan and Paul E. Farmer
2012 Tuberculosis, Drug Resistance, and the History of Modern Medicine. *N Engl J Med*. 367:931-936.
- WHO
2015 Chronic obstructive pulmonary disease (COPD). Fact Sheet. <http://www.who.int/mediacentre/factsheets/fs315/en/>

WHO

- 2016 Tobacco. Fact Sheet. <http://www.who.int/mediacentre/factsheets/fs339/en/#>
- Vestbo, J., Hurd, S. S., Agustí, A. G., Jones, P. W., Vogelmeier, C., Anzueto, A., et al.
2013 Global strategy for the diagnosis, management, and prevention of chronic obstructive pulmonary disease: GOLD executive summary. *American journal of respiratory and critical care medicine*. 187(4): 347-365. <http://www.atsjournals.org/doi/pdf/10.1164/rccm.201204-0596PP>
- van Zyl Smit, R. N., Pai, M., Yew, W. W., Leung, C. C., Zumla, A., Bateman, E. D., & Dheda, K.
2010 Global lung health: the colliding epidemics of tuberculosis, tobacco smoking, HIV and COPD. *European Respiratory Journal*, 35(1), 27-33.
- Nichter, Mark
2006 Introducing tobacco cessation in developing countries: an overview of Project Quit Tobacco International. *Tobacco Control*. 15(suppl 1):i12-i17.
- Umoh, V. A., & Peters, E.
2014 The relationship between lung function and indoor air pollution among rural women in the Niger Delta region of Nigeria. *Lung India*, 31(2), 110.
- Kallander, Karin, et al
2004 Symptom overlap for malaria and pneumonia—policy implications for home management strategies. *Acta Tropica*. 90:211-214.
- ADD ADDICTION LITERATURE

October 30: Mosquito-Borne Diseases, Environmental Health, and the DDT Debate

WRITING ASSIGNMENT #6 DUE IN CLASS, IN HARD COPY

In-class debate

Malaria Facts, Malaria Parasites, and Glossary

- 2012 Centers for Disease Control and Prevention. www.cdc.org.
- The Lancet.
2018 The global fight against malaria is at crossroads.
[http://www.thelancet.com/pdfs/journals/lancet/PIIS0140-6736\(17\)33080-5.pdf](http://www.thelancet.com/pdfs/journals/lancet/PIIS0140-6736(17)33080-5.pdf)
- The Hesperian Foundation
2008 A Community Guide to Environmental Health. Sections on pp. 141-153. Download the full book from the portal or the link here: <http://hesperian.org/books-and-resources/>.
- Cueto, Marcus
2013 A Return to the Magic Bullet? *In When People Come First*.
- Weissmann, Gerald
2006 DDT is back: Let us Spray! *The FASEB Journal*. (20)14: 2427-2429.
- Kabasenche and Skinner
2014 DDT, epigenetic harm, and transgenerational environmental justice. *Environmental Health*. 13(62) <http://www.ehjournal.net/content/13/1/62>.
- Cohn, Barbara A., Michele La Merrill, Nickilou Y. Krigbaum, et al.
2015 DDT Exposure in Utero and Breast Cancer.
<http://press.endocrine.org/doi/10.1210/jc.2015-1841>
- Kaiser Family Foundation
2016 Updated Zika cases in the U.S. TBA.
- Mason, Katherine
2016 Zika and the Common Good. <http://stanfordpress.typepad.com/blog/2016/06/zika-and-the-common-good.html>
- Miao Xu, Emily M Lee, et al.
2016 Identification of small-molecule inhibitors of Zika virus infection and induced neural cell death via a drug repurposing screen. *Nature Medicine*, DOI: [10.1038/nm.4184](https://doi.org/10.1038/nm.4184)

Supplementary Readings:

Desowitz, Robert

2004 Federal body snatchers and the New Guinea virus: people, parasites, politics. W. W. Norton & Company. Selections.

November 6: Vaccinations & Case Study of Polio

WRITING ASSIGNMENT #7 DUE IN CLASS, IN HARD COPY

Student Presentation Topic: Polio and Polio Eradication Campaigns

Poliomyelitis

2011 Chapter 17, pp. 249-262. Centers for Disease Control.

Renne, Ellise

2010 The Politics of Polio in Northern Nigeria. Indiana University Press. Selections.

Obadare, Ebenezer

2005 A Crisis of Trust: history, politics, religion and the polio controversy in Northern Nigeria. *Patterns of Prejudice*. 39(3)

Adu, Festus D and Itam Hogan Itam

2014 Persistence of poliomyelitis in Nigeria. *The Lancet Global Health*. 2(2):e61-e62.

UNICEF

2016 Massive immunization campaign to reach 41 million children in Nigeria.

<http://www.unicef.org.uk/Media-centre/Press-releases/Massive-immunization-campaign-to-reach-41-million-children-in-Nigeria-and-region-to-contain-polio-outbreak/>

Gumede, N., Coulibaly, S.O., et al.

2016 Polio Eradication Initiative (PEI) contribution in strengthening public health laboratories systems in the African region. *Vaccine*, 34(43), pp.5164-5169.

<http://www.sciencedirect.com/science/article/pii/S0264410X16303814>

Toole, M.J.

2016. So close: remaining challenges to eradicating polio. *BMC medicine*, 14(1):1.

<https://bmcmmedicine.biomedcentral.com/articles/10.1186/s12916-016-0594-6>

Hussain, S.F., Boyle, P., Patel, P. and Sullivan, R.

2016 Eradicating polio in Pakistan: an analysis of the challenges and solutions to this security and health issue. *Globalization and Health*, 12(1), p.63.

<https://globalizationandhealth.biomedcentral.com/articles/10.1186/s12992-016-0195-3>

https://www.washingtonpost.com/national/health-science/anti-vaccine-activists-spark-a-states-worst-measles-outbreak-in-decades/2017/05/04/a1fac952-2f39-11e7-9dec-764dc781686f_story.html?utm_term=.2f7998112b14

Wadman, Meredith and Jia You

2017 The vaccine wars. <http://science.sciencemag.org/content/356/6336/364>

Wessel, Lindzi

2017 Vaccine myths. <http://science.sciencemag.org/content/356/6336/368>

Kupferschmidt, Kai

2017 The science of persuasion. <http://science.sciencemag.org/content/356/6336/366>

Sun, Lena

2017 Anti-vaccine activists spark a state's worst measles outbreak in decades.

https://www.washingtonpost.com/national/health-science/anti-vaccine-activists-spark-a-states-worst-measles-outbreak-in-decades/2017/05/04/a1fac952-2f39-11e7-9dec-764dc781686f_story.html?utm_term=.2f7998112b14

November 13: Epidemics: Case Studies of Ebola and Cholera

WRITING ASSIGNMENT #8 DUE IN CLASS, IN HARD COPY

Guest Lecture: Dr. Thespina (Nina) Yamanis, SIS

Student Presentation Topic: Cholera and acute watery diarrhea epidemics in Yemen and beyond

- Holmes, Edward C., Andrew Rambaut, & Kristian G. Andersen
2018 Pandemics: spend on surveillance, not prediction. *Nature*. 558(14):180-183.
- World Health Organization
2015 <http://apps.who.int/iris/handle/10665/163360>
- Yamanis T, Nolan E*, Shepler S
2016 Fears and misperceptions of the Ebola response system during the 2014-2015 outbreak in Sierra Leone. *PLoS Neglected Tropical Diseases*, 10(10): e0005077.
- Yamanis T
2015 “The MSF Community-Based Model of Treatment”, blog post from January 2015 in Sierra Leone. <http://slinvisiblewar.blogspot.jp/2015/01/touring-with-msf-we-need-to-empower.html>
- Abramowitz SA, McLean KE, McKune SL, Bardosh KL, Fallah M, et al.
2015 Community-Centered Responses to Ebola in Urban Liberia: The View from Below. *PLoS Negl Trop Dis* 9(4): e0003706 doi: [10.1371/journal.pntd.0003706](https://doi.org/10.1371/journal.pntd.0003706)
- Benton, Adia
2014 Race and the Immuno-Logics of Ebola Response in West Africa. <http://somatosphere.net/2014/09/race-and-the-immuno-logics-of-ebola-response-in-west-africa.html>
- New Internationalist
2016 Love, loss and reconnection: Stories of life in Sierra Leone after Ebola. <https://backintouch.org/>
- Takahashi, C. Saki, Jessica E. Metcalf, Matthew J. Ferrari, William J. Moss, Shaun A. Truelove, et al.
2015 Reduced vaccination and the risk of measles and other childhood infections post-Ebola. *Science*. 13 March 2015: 1240-1242.
- Williams, Wade
2016 The Real Impact Of The American Ebola Effort: Assessing Obama’s SOTU Claims <http://www.okayafrica.com/news/america-ebola-effort-assessing-obama-state-of-the-union-claims/>
- Hsiao, A., Desai, S.N., Mogasale, V., Excler, J.L. and Digilio, L.
2017 Lessons learnt from 12 oral cholera vaccine campaigns in resource-poor settings. *Bulletin of the World Health Organization*, 95(4):303.
- Scobie, H.M., Phares, C.R., Wannemuehler, K.A., Nyangoma, E., Taylor, E.M., Fulton, A., Wongjindanon, N., Aung, N.R., Travers, P. and Date, K.
2016 Use of Oral Cholera Vaccine and Knowledge, Attitudes, and Practices Regarding Safe Water, Sanitation and Hygiene in a Long-Standing Refugee Camp, Thailand, 2012-2014. *PLoS Neglected Tropical Diseases*, 10(12):e0005210.
- The Lancet Newsdesk.
2017 Cholera in Yemen. [http://www.thelancet.com/pdfs/journals/laninf/PIIS1473-3099\(17\)30352-3.pdf](http://www.thelancet.com/pdfs/journals/laninf/PIIS1473-3099(17)30352-3.pdf)
- Carruth, Lauren
2017 Cholera Fears Rise Following Atlantic Hurricanes: New weapons against the waterborne disease include improved testing and vaccines. <https://www.scientificamerican.com/article/cholera-fears-rise-following-atlantic-hurricanes/> Scientific American. September 11, 2017.
- The Lancet Infectious Diseases Editorial Team.
2017 Cholera in Yemen: war, hunger, disease... and heroics.” *The Lancet Infectious diseases*. Aug;17(8):781. [http://www.thelancet.com/pdfs/journals/laninf/PIIS1473-3099\(17\)30406-1.pdf](http://www.thelancet.com/pdfs/journals/laninf/PIIS1473-3099(17)30406-1.pdf)
- Bi Q, Ferreras E, Pezzoli L, Legros D, Ivers LC, Date K, Qadri F, Digilio L, Sack DA, Ali M, Lessler J.

2017 Protection against cholera from killed whole-cell oral cholera vaccines: a systematic review and meta-analysis. *The Lancet Infectious Diseases*. 2017 Oct 1;17(10):1080-8.
[http://www.thelancet.com/pdfs/journals/laninf/PIIS1473-3099\(17\)30359-6.pdf](http://www.thelancet.com/pdfs/journals/laninf/PIIS1473-3099(17)30359-6.pdf)

November 20: War, Health, and Humanitarian Response

WRITING ASSIGNMENT #9 DUE IN CLASS, IN HARD COPY

IRIN Network

2015 Where is all the money going? <http://newirin.irinnews.org/the-humanitarian-economy/>

Toole, Michael J., and Ronald J. Waldman.

1997 The public health aspects of complex emergencies and refugee situations. *Annual review of public health*. 18.1(1997): 283-312.

Hotez, Peter

2010 Peace Through Vaccine Diplomacy. *Science*. 327(5971):1301.

Carruth, Lauren

2016 Peace in the Clinic: Rethinking “Global Health Diplomacy” in the Somali Region of Ethiopia. *Culture, Medicine, Psychiatry*. DOI: 10.1007/s11013-015-9455-6.

Berkley, Seth

2017 Syria, slums, and health security.

<http://science.sciencemag.org/content/356/6336/353.full>

Lancet series on health in humanitarian emergencies — **in folder**

2017

Sandro Colombo, Enrico Pavignani

2017 Recurrent failings of medical humanitarianism: intractable, ignored, or just exaggerated? June 8. *The Lancet*.

The Sphere Project

2011 [resource to skim] *The Sphere Handbook: Humanitarian Charter and Minimum Standards in Disaster Response*. <http://www.sphereproject.org/content/view/720/200/lang.english/>

November 27: Epidemiological Transitions & The Global Burden of Chronic Diseases

WRITING ASSIGNMENT #10 DUE IN CLASS, IN HARD COPY

Student Presentation Topics: Global Diabetes and Cardiovascular Disease

Barouki, Robert, PD Gluckman, et al.

2012 Developmental origins of non-communicable disease: Implications for research and public health. *Environmental Health*. 11:42 <http://www.ehjournal.net/content/11/1/42>.

Bray, Freddie, J A Jemal, N Grey, et al

2012 Global cancer transitions according to the Human Development Index (2008–2030): a population-based study. *The Lancet Oncology*. 13(8):790-801.

World Health Organization

2016 Global Report on Diabetes.

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Armstrong, David

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Livingston, Julie

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2012 The double burden of obesity and malnutrition in a protracted emergency setting: a cross-sectional study of Western Sahara refugees. *PLoS Med*, 9(10), e1001320.

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<https://www.newsdeeply.com/syria/articles/2016/07/08/the-silent-suffering-of-syrias-chronically-ill>.

December 4: Erasures and Ways Forward in Global Health Work

WRITING ASSIGNMENT #11 DUE IN CLASS, IN HARD COPY

Biehl, João

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2014 How Might Global Health Master Deadly Sins and Strive for Greater Virtues? *Global Health Action* 7:23411. dx.doi.org/10.3402/gha.v7.23411

Final paper due before 5:30pm Monday December 11, 2017 in hard copy in my SIS mailbox and by email

Student Support Services:

- Academic Support and Access Center MGC 243, 202-885-3360 supports the academic development and educational goals of all AU students while also providing support to students with disabilities. We offer workshops on topics of interest to all students such as time management, note taking, critical thinking, memory skills, and test taking. Additional support includes free private and group tutoring in many subjects, supplemental instruction, The Math Lab and The Writing Lab.
- Counseling Center MGC 214, 202-885-3500 is here to help students make the most of their university experience, both personally and academically. We offer individual and group counseling, urgent care, self-help resources, referrals to private care, as well as programming to help you gain the skills and insight needed to overcome adversity and thrive while you are in college. Contact the Counseling Center to make and appointment in person or by telephone, or visit the Counseling Center page on the AU website for additional information.
- Center for Diversity & Inclusion MGC 201, 202-885-3651 is dedicated to enhancing LGBTQ, Multicultural, First Generation, and Women's experiences on campus and to advance AU's commitment to respecting & valuing diversity by serving as a resource and liaison to students, staff, and faculty on issues of equity through education, outreach, and advocacy.
- OASIS: The Office of Advocacy Services for Interpersonal and Sexual Violence 202-885-7070 provides free and confidential advocacy services for anyone in the campus community who experiences sexual assault, dating or domestic violence or stalking. American University expressly prohibits any form of discriminatory harassment including sexual harassment, dating and domestic violence, sexual assault, and stalking. The university is an equal opportunity, affirmative action institution that operated in compliance with applicable laws and regulations, and does not discriminate on the basis of race, color, national origin, religion, sex (including pregnancy), age, sexual orientation, disability, marital status, personal appearance, gender identity and expression, family responsibilities, political affiliation, source of income, veteran status, an individual's genetic information or any other bases under federal or local laws in its programs and activities.

If you experience any of the above, you have the option of filing a report with the AU Department of Public Safety 202-885-2527 or the Office of the Dean of Students 202-885-3300 dos@american.edu. Please keep in mind that all faculty and staff - with exception of counselors in the Counseling Center, victim advocates in the Wellness Center, medical providers in the Student Health Center, and ordained clergy in the Kay Spiritual Life Center - who are aware of or witness this conduct are required to report this information to the university, regardless of the location of the incident.

- The Writing Center First floor of Bender Library offers free, individual coaching sessions to all AU students. In your 45-minute session, a student writing consultant can help you address your assignments, understand the conventions of academic writing, and learn how to revise and edit your own work. Hours: 11 a.m. to 9 p.m. Monday through Thursday; 11 a.m. to 6 p.m. Friday. Call **202-885-2991** to arrange a session. Meanwhile find handouts, information, and a weekly writer's blog at the Writing Center website and on Facebook.
- International Student & Scholar Services, Batelle 4th Butler Pavilion, Room 410 has resources to support academic success and participation in campus life including academic counseling, support for second language learners, response to questions about visas, immigration status and employment and intercultural programs, clubs and other campus resources.