**SISU358-001: Global Health**

Instructor: Professor Lauren Carruth, MS PhD

TBA

Spring 2020

*\*syllabus subject to change with notification\**

**Contact Information:**

Lauren Carruth

SIS Office #247

Office Hours: TBA

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**Course Description:**

This class is designed to challenge students to think critically and practically about global health problems, innovations, and inequalities. The field of global health is typically defined by its commitment to understand not just the clinical and epidemiological manifestations and patterns of disease around the world, but also the social, political, and economic forces that place certain individuals and populations at greater risk of disease, disability, and death. We will use several specific illnesses and topics (including HIV/AIDS, malnutrition, malaria, medical humanitarian assistance, cancer, and others) as case studies, and therein critically examine the (re)production of health disparities in communities and health systems in the U.S. and around the world.

**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 and challenges from multiple academic disciplines,
* Appreciate how healing and care-giving are important parts of global health work,
* Appreciate how history, culture, power, and inequalities shape patterns of morbidity and mortality,
* Appreciate and value of global health in the pursuit of social justice, development, peace, and diplomacy,
* Practice conducting an in-depth semi-structured interview with someone about their experiences of illness and seeking health care, and
* Be able to research and write a blog post on a global health topic that makes a clear, informed, and persuasive argument.

**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 understand the basic science of and be able to engage in critical conservations about several of the most important and popular global health topics, including HIV/AIDS, nutrition, malaria, immigration, medical humanitarian assistance, and chronic and non-communicable diseases,
* Recognize and have concrete examples of the diversity of human experiences of illness, disease, health, healing, and health care,
* Recognize and trace multiple causes of disease and illness, from the microbial to the social, economic, and political, and
* Be able to conduct research on and write about emerging global health topics drawing on multiple disciplinary perspectives.

**Required Texts (NOT available in eBook format or in an e-Journal from the AU library):**

Packard, Randall M.,

2016 A history of global health: interventions into the lives of other peoples. Johns Hopkins University Press.

Hamdy, Sherine, and Coleman Nye

2017 Lissa: A Story about Medical Promise, Friendship, and Revolution. University of Toronto Press.

**Twitter follows for class discussion**

Helen Branswell @HelenBranswell

Laurie Garrett [@Laurie\_Garrett](https://twitter.com/Laurie_Garrett)

**Course Requirements and Assignments:**

**(1) Respectful participation** **in discussions and engagement with the course**. Respectful participation in class requires you listen to others, prepare for class by doing the readings, draw on assigned texts in your verbal contributions to class, help move class discussions forward, respect others’ ideas and discussion points that are likewise well-informed and respectful, and contribute like this frequently. Please see the rubric below. There will be different opportunities for you to demonstrate your engagement: during class when I call on you and when you volunteer your own critical thoughts about the assigned materials, through the weekly responses, during your group presentations, and through contributions you make to online discussions. 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 I can share.

**Rubric for achieving a high grade for participation:i**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Strong workii | Needs development | Unsatisfactory |
| **Listening** | Actively and respectfully  listens to peers and to the  instructor | Sometimes displays lack of  interest in comments of  others | Projects lack of interest  or disrespect for others |
| **Preparation** | Arrives fully prepared with  all assignments completed,  and notes on reading,  observations, questions | Sometimes arrives  unprepared or with only  superficial preparation | Exhibits little evidence  of having read or thought  about assigned material |
| **Quality of contributions** | Comments are relevant and reflect deep engagement of assigned texts, previous remarks from other students, and insights applicable to policy | Comments sometimes  irrelevant, betray lack of  preparation, or indicate  lack of attention to  previous remarks of  other students | Comments reflect little  understanding of either  the assignment or  previous remarks in  seminar |
| **Impact on the rest of the class and our discussions** | Comments frequently  help move seminar  conversation forward | Comments sometimes  advance the  conversation, but  sometimes do little to  move it forward | Comments do not  advance the conversation, are actively harmful to  it, and/or dominates the conversation, to the detriment of others |
| **Frequency of participation** | Actively participates at  appropriate times | Sometimes participates  but at other times is  “tuned out” | Seldom participates and  is generally not engaged |

iThis rubric is a modification of one for a seminar course at Villanova University taught by philosopher John Immerwahr (<http://johnimmerwahr.org/)> and recommended by SIS Professor Elizabeth Cohn.

iiClass participation deserving of 100% will be strong in most categories; participation that is strong in some

categories but needs development in others will receive an 85%; a grade of 70% reflects a need for development in most

categories; 55% work is typically unsatisfactory in several categories; and 40% work, unsatisfactory in nearly all.

**(2) Ten one-page weekly written responses.** These weekly assignments are designed to encourage and guide your engagement with the assigned materials. Your responses must be turned in every week when indicated on the syllabus, in class, in hard copy, and must directly respond to the question(s) I pose, explicitly drawing on and citing assigned texts.Responses should be no more than one double-spaced page. *Please adhere to these limits and do not turn anything in that goes over one page*. Although you are expected to complete all the required readings, your response should never be a summary of the readings at hand, but rather a critical response to that week’s prompt. I will send weekly prompts through Blackboard which will automatically send an email one week prior to the deadline. Weekly responses are graded on a 3-point scale: 3=excellent; 2.5=responds to the prompt, but needs improvement in argumentation, citation, or clarity; 2=either does not fully or adequately answer the question or does not demonstrate adequate knowledge of the texts in responding to the question; 1=unacceptable quality, not demonstrating comprehension or incorporation of the assigned materials. Your weekly scores are added up to calculate your cumulative grade (e.g. if you scored: 2+2.5+3+3+3+3+3+3+3+2.5 🡪 = 28/30 possible points = 93.3%). For every day you turn in a late weekly response, one point will be deducted from that response grade, until it is not worth any points.

**(3) One in-depth, in-person interview and a 1000-word write-up of the interview.** You will be required to conduct one 30-minute (at minimum) semi-structured in-depth interview with one person of your choosing about their experiences being seriously ill and seeking medical care. Much more information on this assignment will be provided.

**(4) A short in-class test** will be given to test your comprehension of foundational scientific, medical, and policy concepts covered up to that point in the class. This will not be an open-book test, and will cover material in powerpoint presentations, assigned readings, and assigned media.

**(5) A professional 1000-word blog post.** This assignment is meant to allow you to explore your own global health interest, research it, and write about it creatively and persuasively for a general audience. You can choose any contemporary global health issue, an important historical moment to reconsider, 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. Your post should be an interesting read and a well-researched essay. A short summary of your blog topic plus an annotated bibliography including at least four key publications is due by email to me on May 1st, and the final blog is due by May 5th, in hard copy in my mailbox in the SIS Hub and by email in .doc, .docx, or .pdf format. Absolutely no extensions will be granted without written evidence of a hospital visit, doctor’s visit, or death in the family. No exceptions. Additional details on formatting and examples will be provided.

**Grading Scheme:**

Participation and attendance: 10%

Written responses to texts (10): 40%

Interview write-up: 15%

In-class test: 15%

Final blog post: 20%

**Important Dates:**

March 22: Interview write-up due in class

April 2: In-class test on major diseases & concepts

April 30: Abstract and bibliography due via email

May 6: Final blog post due in hard copy & email

**Advisory Note:**

This course requires reading, viewing, and discussing material and events that are violent and involve sickness and death. Please be advised and aware of your own and others’ emotional states and needs. Whether related to the course or not, come talk to me or email me if you are concerned about your emotional well-being. Take care.

**Class Policies:**

**Device Policy:** No devices of any kind, including phones, readers, and laptops are permitted during class unless requested by me as part of a class exercise, or when I allow, for you to look up materials in the texts on your device.

**Academic Integrity Code:** All AU students are expected to abide by the Academic Integrity Code, found here: [https://www.american.edu/academics/integrity/code.cfm](https://www.american.edu/academics/integrity/code.cfm" \t "_blank). Academic integrity stands at the heart of intellectual life, and I take it very seriously. I use SafeAssign and other additional plagiarism detection tools to examine your writing. 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](http://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>. To supplement the classroom experience, lectures may be audio or video recorded by faculty and made available to students registered for this class. 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 (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](mailto: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.**

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| **SCHEDULE OF READINGS & ASSIGNMENTS** |

**Introductions**

Global Health Council

2017 Global Health Primer. <http://globalhealth.org/what-we-do/policy-advocacy/advocacy-hub/global-health-primer/>

**Major Concepts and Frameworks in the Field of Global Health**

Biehl, Joao and Adriana Petryna

2013 Critical Global Health & Overview: Evidence, pp. 1-29. *In,* When People Come First. (Available as an eBook from the AU Library)

Farmer, Paul et al.

2013 Introduction (*A Biosocial Approach to Global Health*). Pp. 1-14. *In,* Reimagining Global Health. (Available as an eBook from the AU Library)

Packard, Randall M.,

2016 A history of global health: interventions into the lives of other peoples. Johns Hopkins University Press. Part I.

The Centers for Disease Control and Prevention.

2017 One Health. <http://www.cdc.gov/onehealth/>

Marmot, Michael

2005 Social Determinants of Health Inequalities. The Lancet. 365:1099-1104. (on Blackboard)

# Robbins, Jim

2012 The Ecology of Disease. <http://www.nytimes.com/2012/07/15/sunday-review/the-ecology-of-disease.html>

World Health Organization

2013 Arguing for Universal Health Coverage. <https://www.who.int/health_financing/UHC_ENvs_BD.PDF?ua=1>

**An anti-imperialist, historical, and critical approach to global health**

***Weekly response #1 due in class***

Hanna, Bridget and Arthur Kleinman

2013 Unpacking Global Health: Theory and Critique. Pp. 15-32. *In,* Reimagining Global Health. (Available as an eBook from the AU Library)

Amon, Joseph

2013 The “Right to Know” or “Know Your Rights”? Human Rights and a People-Centered Approach to Global Health. *In,* When People Come First, pp. 91-108. (Available as an eBook from the AU Library)

Packard, Randall M.,

2016 A history of global health: interventions into the lives of other peoples. Johns Hopkins University Press. Parts II and III.

## **Rethinking “Culture” and “Cultural Competency”**

Lock, Margaret and Vinh-Kim Nguyen

2011 An Anthropology of Biomedicine. Selection on Blackboard.

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/>

Bourgois P, Holmes SM, Sue K, Quesada J.

2017 Structural vulnerability: operationalizing the concept to address health disparities in clinical care. Acad Med. 2017;92(3):299-307.

Angela Jenks

2011 "From 'list of traits' to 'open-mindedness'”

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.

## **Healing (and not just treating disease)**

Lewis, Sara E.

2013 Trauma and the making of flexible minds in the Tibetan exile community. *Ethos* 41(3): 313-336.

Kaptchuk, Ted J.

2011 Placebo studies and ritual theory: a comparative analysis of Navajo, acupuncture and biomedical healing. *Philosophical Transactions of the Royal Society of London B: Biological Sciences*. 366(1572):1849-1858.

Listen to podcast from April 2019: [“All The World's A Stage—Including The Doctor's Office](https://www.npr.org/2019/04/29/718227789/all-the-worlds-a-stage-including-the-doctor-s-office)” Hidden Brain. NPR. <https://www.npr.org/series/423302056/hidden-brain>

**The Ethics of Global Health and Medical Interventions**

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.

# Baughan, Emily

2015 A short history of helping far-off peoples.<http://africasacountry.com/2015/11/a-short-history-of-helping-far-off-peoples/>

Fu, Megan

2016 Amateurs Play Doctor with the World’s Poor. <http://www.thedailybeast.com/articles/2016/06/01/amateurs-play-doctor-for-world-s-poor.html>

# Wainaina, Binyavanga

# 2013 How to Write about Africa. <https://www.bu.edu/africa/files/2013/10/How-to-Write-about-Africa.pdf﻿﻿﻿﻿﻿﻿>

Graham, Aubrey.

2014 “One Hundred Years of Suffering?: ‘Humanitarian Crisis Photography’ and Self-representation in the Democratic Republic of the Congo.” Social Dynamics 40(1): 140-163.

**Malnutrition beyond starvation**

Messer, Ellen and Parker Shipton

2003 Hunger in Africa: Untangling its Human Roots. *In,* Exotic No More. The University of Chicago Press.

Carruth, Lauren and Emily Mendenhall

2019 “Wasting away:” food insecurity, medical insecurity, and diabetes in the Somali Region of Ethiopia. *Social Science & Medicine.* 288(May 2019):155-163.

**Polio and Vaccines**

CDC

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

McGirk, Tim

# 2015 How the bin Laden Raid Put Vaccinators Under the Gun in Pakistan.

<https://news.nationalgeographic.com/2015/02/150225-polio-pakistan-vaccination-virus-health/>

Verma, A.A., Jimenez, M.P., Tangermann, R.H., Subramanian, S.V. and Razak, F.

2018 Insecurity, polio vaccination rates, and polio incidence in northwest Pakistan. *Proceedings of the National Academy of Sciences*, *115*(7), pp.1593-1598.

Memon, Aziz and Ken Banks

2016 Cell Coverage: Reaching Pakistan’s Children with the Polio Vaccine. National Geographic. <https://blog.nationalgeographic.org/2016/02/25/cell-coverage-reaching-pakistans-children-with-the-polio-vaccine/>

Branswell, Helen

2019 <https://www.statnews.com/2019/10/21/decades-long-campaign-type-3-polioviruses-eradicated/>

*Supplementary Reading (not required):*

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).

**Class debate: (how or to what extent) should we enforce immunization coverage?**

Hun, Lina

# 2017 Anti-Vaccine Activists Spark a State's Worst Measles Outbreak in Decades: Herd immunity matters. <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>

Kupferschmidt, Kai

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

**Mosquito-Borne Disease Week: Malaria, Zika, Dengue, etc.**

World Health Organization

2017 Mosquito-borne diseases. <http://www.who.int/neglected_diseases/vector_ecology/mosquito-borne-diseases/en/> *Note: click on each colored box linked on this website for disease-specific information.*

Alonso, P and A.M. Noor

2017 The global fight against malaria is at crossroads. The Lancet. Dec 15;390(10112):2532-4. <http://www.thelancet.com/pdfs/journals/lancet/PIIS0140-6736(17)33080-5.pdf>

Von Seidlein, Lorenz, Alexander S. Kekulé, and Daniel Strickman.

2017 Novel Vector Control Approaches: The Future for Prevention of Zika Virus Transmission? *PLoS medicine.* 14(1): e1002219.

**Class debate: Should we use DDT to prevent mosquito-borne diseases?**

Kabasenche and Skinner

2014 DDT, epigenetic harm, and transgenerational environmental justice. *Environmental Health*. 13(62) http://www.ehjournal.net/content/13/1/62.

Mason, Katherine

2016 Zika and the Common Good. <http://stanfordpress.typepad.com/blog/2016/06/zika-and-the-common-good.html>

ACSH

# 2018 Time To Embrace Genetically Modified Mosquitoes To End Their Disease Transmission.

<https://www.acsh.org/news/2018/08/20/time-embrace-genetically-modified-mosquitoes-end-their-disease-transmission-13329>

BBC Podcast.

2019 The Great Mosquito Swap. <https://www.bbc.co.uk/programmes/p075vlg0?sfns=mo>

*Supplementary Resources (not required):*

Alphey, Luke, and Nina Alphey

2014 Five things to know about genetically modified (GM) insects for vector control. *PLoS pathogens.* 10(3): e1003909.

Alphey, Luke

2002 Malaria control with genetically manipulated insects. *Nature.* 415 (2002): 702.

Gantz, V. M., Jasinskiene, N., Tatarenkova, O., Fazekas, A., Macias, V. M., Bier, E., & James, A. A.

2015 Highly efficient Cas9-mediated gene drive for population modification of the malaria vector mosquito Anopheles stephensi. *Proceedings of the National Academy of Sciences*. 112(49): E6736-E6743.

Chakradhar, Shraddha.

2015 Buzzkill: Regulatory uncertainty plagues rollout of genetically modified mosquitoes. (2015): 416-418.

Ernst, Kacey C., Steven Haenchen, Katherine Dickinson, Michael S. Doyle, Kathleen Walker, Andrew J. Monaghan, and Mary H. Hayden

2015 Awareness and support of release of genetically modified “sterile” mosquitoes, Key West, Florida, USA. *Emerging infectious diseases.* 21(2): 320.

Resnik, David B.

2014 Ethical Issues in Field Trials of Genetically Modified Disease‐Resistant Mosquitoes. *Developing world bioethics.* 14(1): 37-46.

Carvalho, Danilo O., et.al

2015 Suppression of a field population of Aedes aegypti in Brazil by sustained release of transgenic male mosquitoes. *PLoS neglected tropical diseases.* 9(7): e0003864.

Yakob, L. and Walker, T.

2016 Zika virus outbreak in the Americas: the need for novel mosquito control methods. *The Lancet Global Health*.  4(3)e148-e149.

Paes de Andrade, et al.

2016 Use of transgenic Aedes aegypti in Brazil: risk perception and assessment. *Bulletin of the World Health Organization.* 94(10): 766-771.

**Neglected Tropical Diseases and Disease Eradications**

Packard, Randall M.,

2016 A history of global health: interventions into the lives of other peoples. Johns Hopkins University Press. Part IV (Chapters 7-8).

The Carter Center

2018 Guinea Worm Eradication Program. <https://www.cartercenter.org/health/guinea_worm/>

Moran-Thomas, Amy

2013 A Salvage Ethnography of the Guinea worm: Witchcraft, Oracles, and Magic in a Disease Eradication Program. In, *When People Come First,* pp. 207-239.

**HIV/AIDS: Activism, Freedom, and the Stakes of HIV Prevention.**

Packard, Randall M.,

2016 A history of global health: interventions into the lives of other peoples. Johns Hopkins University Press. Part Seven.

Kalofonos, Ippolytos Andreas

2010 “All I Eat Is ARVs”. Medical Anthropology Quarterly 24(3):363-380.

“How to survive a plague” documentary

2012 Available for streaming from the AU Library linked [here](https://wrlc-amu.primo.exlibrisgroup.com/discovery/fulldisplay?docid=alma99182518523604102&context=L&vid=01WRLC_AMU:prod&lang=en&search_scope=DN_and_CI&adaptor=Local%20Search%20Engine&tab=Everything&query=any,contains,how%20to%20survive%20a%20plague&sortby=rank&offset=0).

“Fire in the Blood” documentary

2013 Available through the AU Library’s Kanopy platform by clicking [here](https://wrlc-amu.primo.exlibrisgroup.com/discovery/fulldisplay?docid=alma99186025370704102&context=L&vid=01WRLC_AMU:prod&lang=en&search_scope=DN_and_CI&adaptor=Local%20Search%20Engine&tab=Everything&query=any,contains,fire%20in%20the%20blood&sortby=rank).

*“*Stopping HIV? The Truvada revolution,” found in three parts on YouTube here:

[*https://www.youtube.com/watch?v=wsEgg6EOpNM*](https://www.youtube.com/watch?v=wsEgg6EOpNM)

**Discussion: (How) can we imagine “the end of AIDS” or AIDS eradication?**

Deeks, S.G., Lewin, S.R. and Havlir, D.V.

2013 The end of AIDS: HIV infection as a chronic disease. *The Lancet*, *382*(9903).

**War, Health, and International Humanitarian Law**

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.

Berkley, Seth

2017 Syria, slums, and health security. <http://science.sciencemag.org/content/356/6336/353.full>

Waldman, R.J. and Toole, M.J.

2017 Where is the science in humanitarian health? *The Lancet*, *390*(10109), pp.2224-2226.

**Whither global health diplomacy and humanitarian law?**

Fouad, F.M., Sparrow, A., Tarakji, A., Alameddine, M., El-Jardali, F., Coutts, A.P., El Arnaout, N., Karroum, L.B., Jawad, M., Roborgh, S. and Abbara, A.

2017 Health workers and the weaponisation of health care in Syria: a preliminary inquiry for The Lancet–American University of Beirut Commission on Syria. *The Lancet*, *390*(10111): 2516-2526.

Sparrow, Annie

# 2018 How UN Humanitarian Aid Has Propped Up Assad. <https://www.foreignaffairs.com/articles/syria/2018-09-20/how-un-humanitarian-aid-has-propped-assad>

Carruth, Lauren

2016 Peace in the Clinic: Rethinking “Global Health Diplomacy” in the Somali Region of Ethiopia. Culture, Medicine, Psychiatry. 40(2):181-197.

**Epidemic Prevention and Response—Case Study of Ebola**

World Health Organization

2015 <http://apps.who.int/iris/handle/10665/163360>

Holmes, Edward C., Andrew Rambaut, & Andersen, Kristian G.

2018 Pandemics: spend on surveillance, not prediction. Nature. 558(14):180-183.

Parker, Melissa, Tommy Matthew Hanson, Ahmed Vandi, Lawrence Sao Babawo, and Tim Allen.

# 2019. Ebola and Public Authority: Saving Loved Ones in Sierra Leone. *Medical Anthropology.*

<https://www.tandfonline.com/doi/full/10.1080/01459740.2019.1609472>

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>

Peterson, Kristin and [Morenike O. Folayan](http://africasacountry.com/author/kristinandmorenike/)

2017 How Nigeria Defeated Ebola. <http://africasacountry.com/2017/12/how-nigeria-defeated-ebola/>

**Global lung health: Tuberculosis, Tobacco, and COPD**

Keshavjee, Salmaan and Paul E. Farmer

2012 Tuberculosis, Drug Resistance, and the History of Modern Medicine. N Engl J Med. 367:931-936.

World Health Organization

2015 COPD Fact Sheet. <http://www.who.int/mediacentre/factsheets/fs315/en/>

WHO

2016 Tobacco. Fact Sheet. [http://www.who.int/mediacentre/factsheets/fs339/en/#](http://www.who.int/mediacentre/factsheets/fs339/en/)

**Class discussion on addiction, “lifestyle choices,” and “compliance” in global health**

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.

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.

**Cancer, Chronic Diseases, and Epidemiological Transitions**

Livingston, Julie

2013 Cancer in the Shadow of the AIDS Epidemic in Southern Africa. *The oncologist*. 18(7): 783-786.

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.

Sheriff, Natasja

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

Watch at home this animated short: “Fatenah”

2011 <https://www.youtube.com/watch?v=6FF9Adnbkqc&feature=youtu.be>

*Supplementary Resources (not required):*

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>.

Grijalva-Eternod, C. S., Wells, J. C., et al.

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.

Livingston, Julie

2013 The Next Epidemic. *In,* When People Come First. Pp. 182-206.

Zuckerman M, Harper K, Barrett R, Armelagos G.

2014 The evolution of disease: anthropological perspectives on epidemiologic transitions. Global health action. 7(1):23303.

**“Lissa:” connections, inequities, and the promises of global health inquiry**

***Weekly response #10 due in class***

Hamdy, Sherine, and Coleman Nye

2017 Lissa: A Story about Medical Promise, Friendship, and Revolution. University of Toronto Press.

**Student Support Services:**

* [Academic Support and Access Center](http://www.american.edu/ocl/asac/index.cfm) **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](http://www.american.edu/ocl/asac/Writing-Lab-About-Us.cfm).
* [Counseling Center](http://www.american.edu/ocl/counseling/index.cfm) **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**](http://www.american.edu/ocl/cdi/) **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](http://www.american.edu/ocl/wellness/sexual-assault-resources.cfm)**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 and 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](http://www.american.edu/finance/publicsafety/index.cfm) 202-885-2527 or the [Office of the Dean of Students](http://www.american.edu/ocl/dos/index.cfm) 202-885-3300 [dos@american.edu](mailto: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**](http://www.american.edu/cas/writing/)**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**](http://www.american.edu/ocl/isss/Student-Resources.cfm), **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](http://www.american.edu/ocl/isss/supportteam.cfm), response to questions about visas, immigration status and employment and intercultural programs, clubs and other campus resources.