This course is oriented to analyze the current situation of global health and emerging diseases as priority topics that affect population health. Focusing on a global health scenario, the course will deal with the complexities of achieving global coordination, which is needed between multiple organizations to achieve improvements in the respective fields. Three related areas determine global health action: the socioeconomic situation, security, and public health. These issues play out against a background of demographic change, economic development, and urbanization. A global geopolitical and environmental scenario needs to identify how major threats to health have changed in order to devise ways to confront them. Undoubtedly, poverty and social inequality constitute the greatest challenges in addressing health problems at the population level. By learning about different local realities, theoretical frameworks, and specific sets of problems, the class will facilitate a better understanding of those approaches and global health topics.

**Learning Objectives**

By completing this course, students will:

- Evaluate the complexity of the social and environmental settings that contribute to the emergence of specific diseases.
- Apply indicators to characterize population health and the relation with diseases risk.
- Understand the current debates regarding global health scenarios, public policies and political decisions related to the control of emerging diseases.
- Link those public policies and political decisions to debates about economic asymmetries and cultural differences between the global north and the global south.

**Course Prerequisites**

Students should have completed a level 2000 class in health studies and/or health issues prior to taking this course.

**Method of Instruction**

The course will be taught using online, asynchronous lectures, invited speakers, case study projects, and group presentations. Analyzing data, interpreting them and preparing them for presentation, which plays an important role in this course, will typically be done in groups. Case studies and scenarios on individual countries in particular will be facilitated by the instructor. Discussion board topics will focus on understanding complex concepts and theories related to public and global health. Invited guest speakers will add to the learning experiences of the class.

**Assessment and Final Grade**

1. Weekly Report (4) .................................................. 25%
2. Comparative Case Study ........................................... 20%
3. Critical Discussion .................................................. 15%
4. Group Presentation .................................................. 20%
Course Requirements

Weekly Report (4)

At the end weeks 1-4, every student will submit a 500-word synthesis reporting on highlights, main contributions and learning points during the week. These will be uploaded to the online CANVAS forum. Mandatory readings must be included in each report. The facilitator will provide the students with guidelines in the first week of the course.

Comparative Case Study

Students will overview disease outbreaks in a comparative context. The comparison may center on an ecosystem-mediated health issue that played out in both the student’s home country and the student’s host country (e.g., the novel coronavirus pandemic in both locations). Or, the comparison may center on two ecosystem-mediated health crises that occurred in two distinct points in history (e.g., Ebola and the later novel coronavirus). The paper will be 1500-words exactly and draw on the mandatory course readings and at least FOUR other relevant academic papers. The assessment will be graded on a student’s ability to elaborate on the effects, the political debates and compare both the health effects, the relation to population health, the diseases risk and attempts to address these effects at a national and global level.

Critical Discussion

A 1200-word discussion paper about the underlying issues impacting effective responses to a pandemic. The structure of the paper will have a common format (template) that will be provided during the course. The specific topics will be discussed and selected with the facilitator prior to completion. The discussion will be graded on a student’s ability for high leveled comprehension and critical thinking about cultural, political, and economic factors operating at local, regional, and international scales. The individual topic can be part of the oral presentation assessment undertaken in the final week of the course.

Presentation

Students will be required to prepare a group (3-4 students) presentation based on a topic covered by the class. This oral presentation will be part of a group session with the participation of the students and discussed with the facilitator prior to presenting.

Time on task for this group project = 20 hours

Participation

Participation is defined as meaningful contribution in the digital classroom, using the resources and materials presented to students as part of the course. Meaningful contribution requires students to prepare in advance of each recorded session and regularly engage with the resources, discussions, reflective assignments, and all other online learning activities. Students are required to demonstrate engagement with course materials, for example, through insightful, constructive comments and by using subject-appropriate terminology in: online discussion boards, peer-to-peer feedback (after viewing the presentations of others), interaction with guest speakers, where available, and submissions related to other outside-of-class activities. Students should ensure that submitted commentary balances opinions, general impressions, and specific and thoughtful criticisms or contributions. Grades are based on the content, depth, and quality of the aforementioned types of meaningful contributions as measured per the Participation grading rubric in Canvas.

Students are also expected to use the Canvas inbox for communicating any clarifying questions they may want to ask about assessments or other course requirements.

Technology Requirements

Participation requires access to a computer with microphone (a headset and microphone are preferred over built-in sound devices) and webcam; a stable and strong internet connection; and a quiet and well-lit environment.
Attendance

Expectations: In an asynchronous online learning format, attendance takes the form of active student engagement:

- in instructional activities, course content, course tools
- with the course instructor, other students, and
- by timely completion of all assessments.

“Attendance” is more than just logging into the course on Canvas. Students must establish a record of participation in academically related activities in order to comply with this requirement.

Academically related activities include, but are not limited to:

- submitting an academic assignment;
- taking an exam or quiz;
- attending a study group that is assigned by the instructor;
- participating in an online discussion about academic matters, designed by the instructor; or
- initiating contact in Canvas with the instructor to ask a question about the academic subject studied in the course.

Academically related activities do NOT include activities where a student may be present, but not academically engaged, such as:

- logging into an online class without active participation
- contributing to or engaging in the CIEE Orientation or Community Course(s)

First Week of Class: Online courses officially commence on the first day of the term. Students must demonstrate engagement in class by no later than day 5 of the term, or risk being administratively dropped from the course with no opportunity to re-enroll. Students administratively dropped from the course for failure to engage will be considered withdrawn from the program and subject to CIEE financial withdrawal policies and fees.

Duration of Course: Continued, regular class engagement is required throughout the scheduled duration of the course, and disengagement will result in a lower participation grade for any affected CIEE course. Due to the intensive schedules for completing courses online, consistent failure to engage in the course on a weekly basis (defined as failing to engage for two or more weeks of online learning) will result in a formal written warning from the CIEE Center Director. CIEE instructors / staff will monitor student engagement on a weekly basis.

The weekly schedule below outlines due dates for asynchronous learning activities for this course.

N.B. Please note the class schedule is subject to change if opportunities arise to enhance the curriculum.
**Weekly Schedule**

**Week 1**

Class 1.1  Introductions and orientation to the course.

Students are welcomed by the instructor, who introduces the syllabus and provides orientation to Canvas. Students also prepare and present a video introduction of themselves. They are invited to make comments on each others’ videos.

**Time on task: 3 hours**

Class:  1.2  Global Health and Human Wellbeing

During this class students will be introduced to the perpetual challenge of infectious diseases. The principal conceptual frameworks on which global health strategies are based will be introduced to the students. Principal organizations and policies in international health are explained. The primacy of global health for human wellbeing, and the ethical imperative to provision for global health is presented.

Reading:


**Time on task: 7 hours**

Class:  1.3  The Science of Disease Ecology

**Week 2**
In this class students will learn basic principles of population ecology of infectious diseases.

Reading:


Due Date for Submission of the Weekly Report

Class 2.1  Zoonosis: Wildlife as disease vectors in the past, present, and future

Students learn about the role that wildlife played and continues to play in disease transmission, with a focus on their role in the spread of the novel coronavirus, and possible emerging diseases.

Readings:


Class: 2.2  Environmental determinants of disease transmission, and impacts of environmental change

This class will help the students to understand the most critical environmental determinants of disease transmission, and how environmental change impacts disease ecology. Examples are drawn from diverse diseases affecting human populations.

Reading:


Class:  2.3  Socio-economic and cultural determinants of disease transmission

In this class students will learn how socio-economic and cultural factors contribute to the emergence and transmission of specific diseases, including COVID-19 and others.
Reading:


**Time on task: 7 hours**

**Due Date for Submission of the Weekly Report**

**Week3**

Class: 3.1 Planning, preparing, and preventing outbreaks of emerging infectious diseases, Part 1.

Students consider how science can inform policies and practices for the challenge of planning, preparing, and preventing the spread of novel infectious diseases. They explore where the major gaps in our scientific understanding lie in order to formulate a comprehensive research agenda and propose funding priorities.

**Reading:**


Students consider general governance issues around the planning, preparation, and prevention of EIDs. The focus will include multiple scales (including local, regional and international), and the institutional and organizational challenges associated with governance and coordination of disease outbreaks.

Reading:


Class: 3.3 Socio-cultural aspects of planning and preparedness for emerging infectious diseases management

Students explore how values and norms impact a society’s (or a subculture’s) preparedness for, and their responses to, the emergence of novel infectious diseases.

Readings:


Due Date for Submission of the Weekly Report
Week 4

Class: 4.1 The science behind an effective response to infectious diseases

Scientific aspects of an effective response to a novel EID, for local, regional, and global scales. Principles of immunology, as applied to a novel EID. Does the “herd immunity” stand up to science? Lessons from the COVID 19 pandemic; the case of Sweden, Brazil, and other nations.

Reading:

Time on task: 7 hours

Class: 4.2 Political backstories on the responses to novel infectious diseases

With a focus on the US government’s response to the novel coronavirus pandemic, and the role of the Center for Disease Control, the students deconstruct the successes and failures at local, state, and national levels and relate them to leadership style, institutional preparedness, and attitudes about science and politics.

Reading:

Time on task: 7 hours

Class 4.3 Governance and leadership styles for effective responses to global disease outbreaks

Students learn about the variation in responses to the COVID 19 pandemic by nations around the world. Relationships between leadership styles and forms of government are explored.

Readings

**Due Date for Submission of the Weekly Report**

**Week 5**

**Class: 5.1 National health care systems and preparedness for emerging infectious diseases**

Here, students are presented with global comparisons on health care systems, and in particular, to free public health care. Relationships between health care systems and preparedness to respond to infectious diseases is explored.

Reading:


**Time on task: 7 hours**

**Class: 5.2 Vaccines and treatments for infectious diseases**

This class will focus on how vaccines for infectious diseases are developed, brought to market, and made available to health care providers and patients.

**Time on task: 7 hours**
Readings:


**Time on task: 7 hours**

Class: 5.3 Life, liberty, and the pursuit of public health, in the USA and beyond.

In this class, students explore how disease outbreaks expose fault lines in public health provisions along racial, economic, and cultural divisions in the USA and beyond. The role of race, class, and education as factors influencing access and equity for COVID-19 treatment are addressed.

Readings:

Time on task

**Due Date for Submission of the Critical Reflection**

**Week6**

Class: 6.1 Give me liberty and give me death (by an emerging infectious disease)

In this class, the tension between civil liberties and the public interest is brought to light. Drawing on cross-cultural comparisons under COVID-19 outbreak, the students examine how collectivism and individualism is expressed in different societies and subcultures, and is manifest in conflicts over stay-at-home orders.

Reading:

Class: 6.2 Shared Knowledge

Group research presentation and open debate

Due Date for Submission of the Presentation Assessment

Course Materials
Readings


