

UGPH-GU9040L01, Health Policy in a Global World

NYU London: Fall 2019

Instructor Information

- Dr Rodney J Reynolds
- Instructor office hours (By appointment)
- Office location (NYUL Campus, 4 – 6 Bedford Square)
- Reynolds (rr178@nyu.edu)

Course Information

- Thursdays (9am – 12pm) room 102
- NYU London Campus and Academic Center
- 4 - 6 Bedford Square London

Course Overview and Goals

This course introduces students to contemporary global health topics and challenges. Students will gain knowledge of the historical development and context of the field of global health and critically analyze key concepts that define health, health care and health systems around the world. We will explore the roles of governmental, private and non- governmental organizations in providing healthcare services. The sessions will employ an interdisciplinary dialogue to explore key perspectives that inform global health and its interventions. We will give special focus to cultural considerations and will address humanitarian interventions and settings. Students will consider the formation, implementation and evaluation of health policy in a global health context drawing on case scenarios. We will use these to identify and analyze cross-cultural challenges. Guest lecturers will deliver some sessions.

Upon Completion of this Course, students will be able to:

- To define key challenges in contemporary global health
- Describe characteristics of different health care systems and give examples
- Describe how social, cultural, historical, and political factors affect health equalities
- Explore the role of humanitarian action in global health
- Demonstrate critical thinking skills in analyzing global health problems context

Course Requirements

Grading of Assignments

You will earn your grade for this course according to these assessment components:

Assignments/ Activities	Description of Assignment	% of Final Grade	Due
Class participation	Individual and group discussion	20%	Throughout the course
Reflexive review of contemporary news article	Identify a current (in last 12 months) news article on a global health policy issue. Write a reflective article outlining the problem and challenges/solutions for policy-making using academic sources. 600 words	20%	October 17
Analytical Case Study	Using "I am not a Witch" as a case, identify a relevant health issue, population with a special focus on policy and the development of strategies to address the issues that you have identified. 1000 words	20%	November 28
Group Oral Presentation and Slides	10 - minute group presentation based on your group's analysis of a global health case study that you will be given. 10 minutes of questions. A maximum 500 word written reflection from each group member about each member's role in the group along with a mark for each person including yourself. Groups assigned randomly.	30% 10% (reflection)	December 12

Failure to submit or fulfill any required course component results in failure of the class

Grades

Letter grades for the entire course will be assigned as follows:

Letter Grade	Percent	Description
A	Example: 93.5% and higher	The student makes excellent use of empirical and theoretical material and offers well structured arguments in his/her work. The

Letter Grade	Percent	Description
		student writes comprehensive essays / exam questions and his/her work shows strong evidence of critical thought and extensive reading.
B	Example: 82.5% - 87.49%	The candidate shows a good understanding of the problem and has demonstrated the ability to formulate and execute a coherent research strategy.
C	Example: 72.5% - 77.49%	Work is acceptable and shows a basic grasp of the research problem. However, the work fails to organize findings coherently and is in need of improvement.
D	Example: 62.5% - 67.49	The work passes because some relevant points are made. However, there may be a problem of poor definition, lack of critical awareness, poor research.
F	Example: 59.99% and lower	The work shows that the research problem is not understood; there is little or no critical awareness and the research is clearly negligible.

Course Materials

Required Textbooks & Materials

- This course does not use a textbook. Instead, links to electronic versions of learning materials will be provided where possible. Hard copies of readings or other materials will be provided to you in advance of lectures as appropriate.

Optional Textbooks & Materials

- Kent Buse, Nicholas Mays and Gill Walt (2005). Making Health Policy. Open University Press
- James Ferguson (2015) Give a Man a Fish: Reflections on the new politics of distribution. Duke University Press
- Marcos Cueto and Steven Palmer (2015) Medicine and Public Health in Latin America: A History. Cambridge University Press

Resources

- **Access your course materials:** [NYU Classes](http://nyu.edu/its/classes) (nyu.edu/its/classes)
- **Databases, journal articles, and more:** [Bobst Library](http://library.nyu.edu) (library.nyu.edu)
- **NYUL Library Collection:** [Senate House Library](http://catalogue.libraries.london.ac.uk) (catalogue.libraries.london.ac.uk)
- **Assistance with strengthening your writing:** [NYU Writing Center](http://nyu.mywconline.com) (nyu.mywconline.com)
- **Obtain 24/7 technology assistance:** [IT Help Desk](http://nyu.edu/it/servicedesk) (nyu.edu/it/servicedesk)

Course Schedule

Session /Date	Topic	Description	Reading	Assignment Due
Session 1: Sept 5	Introduction and overview. Global Health institutions and governance	<u>Description:</u> Overview and introduction to the course, to one another, to the instructor and to the learning materials and activities	Brown, Cueto and Free. (2006). "The World Health Organization and the Transition From Public Health International Global International to Global Public Health." American Journal of Public Health, January, Vol 96, No. 1	N/A
Session 2: Sept 12	What is health and how/why do we promote it?	<u>Description:</u> Take a critical view of health to explore varied definitions and to examine the creation of health promotion in global contexts including the SDGs and behavior change approaches	https://www.un.org/sustainabledevelopment/sustainable-development-goals/ Till Grune-Yanoff and Ralph Hertwig (2016) "Nudge Versus Boost: How Coherent are Policy and Theory?" Minds & Machines (2016) 26:149–183 DOI 10.1007/s11023-015-9367-9	
Session 3: Sept 19	Social determinants of health and other determinants of health	<u>Description:</u> We will explore how health is distributed unevenly around the world and consider explanations for why. We will also consider different forms of evidence used in global health and the implications of these.	Jamison, D. T., Summers, L. H., Alleyne, G., Arrow, K. J., Berkley, S., Binagwaho, A., & Ghosh, G. (2013). Global health 2035: a world converging within a generation. The Lancet,	

Session /Date	Topic	Description	Reading	Assign ment Due
			382(9908), 1898-1955. Marmot, M. (2005). Social determinants of health inequalities. The Lancet, 365(9464), 1099-1104. Barreto, M. L. (2017). Health inequalities: a global perspective. Ciência & Saúde Coletiva, 22(7), 2097-2108.	
Session 4: Sept 26	Aging in Peru Dr Oscar Flores Flores (Universidad de San Martín de Porres, Lima)	<u>Description:</u> Dr Flores Flores is a physician and academic visiting from Lima, Peru who will describe his work with older populations in that country and how they become vulnerable to health concerns.	TBD	
Session 5: Oct 3	Dangerous health cultures	<u>Description:</u> We will consider masculinity and concepts of risk in relation to practices that endanger health of populations. Principally, we will evaluate the argument made by Metzl in Dying of Whiteness, but will apply these ideas to other contexts.	Metzl, J. (2019) Dying of Whiteness. Chapter 1. Basic Books.	
Session 6: Oct 10	Financing Philanthrocapitalism and the politics of distribution	<u>Description:</u> We will explore how health systems and health programs are financed and how this has changed over time. We consider the role of foundations in global / international health and the rise of Philanthrocapitalism	Carnegie. The Gospel of Wealth. Rogers (2011) "Why Philanthro-Policymaking Matters" Society. 48. 376 Zizek. (2006) "Nobody has to be vile" London Review of Books. Vol. 28, No 7	

Session /Date	Topic	Description	Reading	Assignment Due
Session 7: Oct 17	Communicable and non-communicable diseases	<u>Description:</u> We will consider the epidemiological transition and the impact of the shift from infectious diseases to lifestyle diseases	Piot, P., & Quinn, T. C. (2013). Response to the AIDS pandemic—a global health model. <i>New England Journal of Medicine</i> , 368(23), 2210-2218. Kent Buse, Nicholas Mays and Gill Walt (2005). <i>Making Health Policy</i> . Open University Press https://www.elrha.org/project/lshtm-ebola-response-anthropology-platform/	Reflexive Review
Session 8: Oct 24	Humanitarian Reason “Living in Emergency” MSF and women’s health Roberta Masotti (MSF)	<u>Description:</u> Masotti is a midwife who works with Doctors Without Borders and she will describe her experiences with maternal health in international contexts with a focus on obstetric violence	TBD	
Session 9: Oct 31	Humanitarian Food Interventions – Carlos Grijalva (UCL)	<u>Description:</u> Grijalva will describe issues in international nutrition in relation to refugee populations and consider the problem of the double burden (underweight and obesity in the same population)	TBD	
Session 10: Nov 7	Doing Development While Gay Shadi Ambrosini Water Aid	<u>Description:</u> Ambrosini is a development professional who works for an international water charity. He will explore questions of identity and the vulnerabilities that arise for LGBT people working in	TBD	

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		global contexts. He will explore theory around sexual silence.		
Session 11: Nov 14	Climate change, Active Transport and traffic accidents	<u>Description:</u> We consider urban design in relation to transportation in the context of climate change. We will take cases from major cities around the world.	Akar, G., Fischer, N. & Namgung, M., 2013. Bicycling Choice and Gender Case Study: The Ohio State University. <i>International Journal of Sustainable Transportation</i> , 7(5), pp. 347-365. Hanson, S., 2010. Gender and mobility: new approaches for informing sustainability. <i>Gender, Place & Culture</i> , 17(1), pp. 5-23. Heesch, K. C., Sahlqvist, S. & Garrard, J., 2012. Gender differences in recreational and transport cycling: a cross-sectional mixed-methods comparison of cycling patters, motivators, and constraints. <i>International Journal of Behavioral Nutrition and Physical Activity</i> , 9(106), pp. 1-1	
Session 12: Nov 21	Global Health Ethics – Dr Ayesha Ahmed (guest)	<u>Description:</u> Dr Ahmed will lead us to consider the place of ethics in the practice and policies of global health	Schuklenk, Udo, and Cheryl Cline. "Global health ethics." The international encyclopedia of ethics (2013).	

Session /Date	Topic	Description	Reading	Assignment Due
Session 13: Nov 28 Thanks-giving	Class will not meet Film "I am not a Witch" available in Kanopy via your NYU Library Login	<u>Description:</u> Using the Zambian film "I am not a Witch" as a case study, identify a health problem that a policy intervention could address and write an academic analysis of it	See Kanopy	Analysis
Session 14: Dec 5	The politics of global public health and comparing health systems	<u>Description:</u> As a way of reviewing the content of the course, we will examine ways of comparing health systems and their performance to address the health needs of populations. We will consider what this means in global contexts.	TBD	
Final Assessment: Dec 12	Group presentations	<u>Description:</u> Final assessment		Due

Co-Curricular Activities

- N/A

Classroom Etiquette

We expect to establish a safe, creative learning environment and any behavior or activities that run counter to that objective are prohibited. In the classroom or during co-curricular activities this could include not being punctual for classes or appointments, use of phones in learning environments unless specifically directed or not following learning instructions. You are expected to be prepared for lectures and discussions and to be ready to conduct yourself in such a way as to respect the rights and opinions of others, even when you disagree with them. **NYUL Academic Policies**

Attendance and Tardiness

- Key information on NYU London's absence policy, how to report absences, and what kinds of absences can be excused can be found on our [website](http://www.nyu.edu/london/academics/attendance-policy.html) (<http://www.nyu.edu/london/academics/attendance-policy.html>)

Assignments, Plagiarism, and Late Work

- You can find details on these topics and more on this section of our NYUL [website](https://www.nyu.edu/london/academics/academic-policies.html) (<https://www.nyu.edu/london/academics/academic-policies.html>) and on [the Policies and Procedures section of the NYU website](https://www.nyu.edu/academics/studying-abroad/upperclassmen-semester-academic-year-study-away/academic-resources/policies-and-procedures.html) for students studying away at global sites (<https://www.nyu.edu/academics/studying-abroad/upperclassmen-semester-academic-year-study-away/academic-resources/policies-and-procedures.html>).

Classroom Conduct

Academic communities exist to facilitate the process of acquiring and exchanging knowledge and understanding, to enhance the personal and intellectual development of its members, and to advance the interests of society. Essential to this mission is that all members of the University Community are safe and free to engage in a civil process of teaching and learning through their experiences both inside and outside the classroom. Accordingly, no student should engage in any form of behaviour that interferes with the academic or educational process, compromises the personal safety or well-being of another, or disrupts the administration of University programs or services. Please refer to the [NYU Student Conduct Policy](#) for examples of disruptive behavior and guidelines for response and enforcement.

Disability Disclosure Statement

Academic accommodations are available for students with disabilities. Please contact the Moses Center for Students with Disabilities (212-998-4980 or mosescsd@nyu.edu) for further information. Students who are requesting academic accommodations are advised to reach out to the Moses Center as early as possible in the semester for assistance.

Instructor Bio

Dr Rodney J Reynolds is a Teaching Fellow in Global Health and Anthropology at the University College London's Institute for Global Health (IGH) and a Lecturer at NYU London for the course Food, Culture and Globalization. His research and teaching are interdisciplinary. Current research on overweight and obesity emerges from a year of fieldwork in Mexico City, Mexico as a 2015-2016 Newton Fellow. He lectures in Global Health, Health Promotion and Social/Cultural Anthropology. He teaches undergraduate and masters level students and guides medical students' research on global health topics. Past academic and applied research include understanding barriers to cultural competency training for European physicians, migration and homelessness and how technology-led collaborative frameworks between universities and industry might encourage solutions to pressing global problems. He is a co-author of the Lancet Special Issue on Culture and Health and has recently published on miraculous healing practices in Panama's Portobello region through the intervention of the Black Christ. Other writing about aging in Peru, eating practices in Mexico in their relation to overweight and obesity and family's foodways in Mexico City will shortly come into press.