

GEOG 30502/70522 Health Issues in the Developing World

Spring 2017

Sec 001 [04262]: Mon 5.35-8.15

HN 1022

Instructor: Prof. Henry Sirotin

Office Hours: 4.30-5.15 pm Monday, HN 1032, and by appt.

Email: hsirotin@hunter.cuny.edu; please make sure that all email messages include GEOG 305 in the subject line, and also sign your text with your full name. I do not respond to unsigned emails from addresses like kissmesweetie2960.

Course Description:

Ebola has placed an international spotlight on health issues in the less developed regions of the world. The course will cover an introduction to these health issues, as seen from the perspective of medical geography, which, over the last several decades, has emerged as a significant subfield integrating medicine with human and physical geography and climatology. Medical geography includes two major themes, disease ecology (the relationship of disease to both the natural and human environment) and the spatial/social aspects of the provision of medical care in society. The course will examine both of these themes and how they play out in the Global South. Several weeks will be spent examining the Ebola epidemic and the response to it at spatial scales from the village to the international community.

The course is recommended for any student interested in developmental or sustainable geography, or medicine or a medically related career, either professionally or out of general interest. As a 300 level course it will be taught in a seminar format, with the final grade resting on class participation and a paper to be written. Some of you may be familiar with the ideological issues in Geography of Health and Medical Geography. My background is disease ecology and my approach is objectivist geography, not critical studies, although I will draw from any approach I think relevant. Alternative views are always welcomed, if well defended.

Course Objectives:

1. Increase the understanding and appreciation of areas of human knowledge.
2. Increase the ability to examine problems and issues from multiple perspectives.
3. Foster the continued development of analytical and critical skills.
4. Develop an understanding of diverse modes of inquiry.
5. Promote understanding of ethical and moral issues.

Learning outcomes:

1. Knowledge of disciplinary content, including the evolution of medical and health geography, basic health statistics, the demographic and epidemiological transitions, significant health issues in the LDCs, the pattern of health care in that world, and the social, economic, and medical factors underlying these issues.
2. A basic understanding of the use of geographic tools, including elementary statistics, maps, remote sensing, and geographic information systems, in tracking health and disease patterns and the spatial analysis of health care provision.
3. Understanding of the nature of the current crisis in health facing the Global South, and the efforts to alleviate it at scales from the local to the international. Critiques of these efforts will be a major theme. The current Ebola epidemic will be used as a major case study.
4. The ability to think and write critically about the above topics.

Text:

Kathryn H. Jacobsen, *Introduction to Global Health, 2nd ed.*, Jones and Bartlett Learning, 2013
ISBN-10: 1449688349; ISBN-13: 978-1449688349.

It is available at Shakespeare Books, 939 Lexington Ave. (across the street from Hunter). For value copies, including used and rentals, check <http://www.allbookstores.com/book/compare/1449688349>

Supplemental Text: Laurie Garrett, *Existential Challenges to Global Health*, NYU Center on International Cooperation, August 2013, available at http://cic.nyu.edu/sites/default/files/garrett_challenges_global_health.pdf

Grading:

The course will be taught in a modified seminar format, with the final grade dependent on a midterm (25%), class participation (25%) and the seminar paper (50%). Note that the class participation grade involves active involvement in the discussion roundtable (see the Course Outline below) that will make up much of the course, *so be prepared to have the readings done before class*. The final grade will be assigned as a letter grade based on the numerical standards that can be found in the Hunter College Undergraduate Catalogue at <http://catalog.hunter.cuny.edu/content.php?catoid=23&navoid=3507>

The required paper will be at least 3000 words (approximately 15 pages using standard Microsoft Word default settings). The paper must be literate and include sources in either footnotes or endnotes. Any standard format is acceptable (University of Chicago, American Psychological Association, Modern Language Association), but it must be consistent and proper. I will allow considerable leeway in choosing subject matter, but the subject, or any changes in same, must be approved by me before you begin research. I will provide further guidance on format at a later date, as well as individual guidance on subject and sources. A timeline for the paper is included in the Calendar below.

Graduate students will have additional requirements, which I will discuss with them.

Please be aware that the number of students I have each term makes it impossible for me to offer extra credit assignments.

To receive an incomplete (IN) a student must present evidence of a satisfactory reason and must have done "C" work or better PRIOR to the filing of the incomplete; otherwise, the student will receive a grade of WU. Anyone seeking a grade of IN must sign a Departmental contract for completion with the instructor. Regarding attendance, I do not have a set policy, but note that 50% of final grade is based on class participation.

Statement on Academic Integrity:

Hunter College regards acts of academic dishonesty (e.g., plagiarism, cheating on examinations, obtaining unfair advantage, and falsification of records and official documents) as serious offenses against the values of intellectual honesty. The College is committed to enforcing CUNY Policy on Academic Integrity and will pursue cases of academic dishonesty according to the Hunter College Academic Integrity Procedures. Plagiarism, dishonesty, or cheating in any portion of the work required for this course will be punished to the full extent allowed according to Hunter College regulations.

Classroom Electronics:

I permit the use of electronic recording devices and dictionaries during lectures. ALL other personal electronics should be turned off before coming into the classroom.. A computer may be used FOR TAKING NOTES ONLY, but if what you are doing becomes a distraction to others around you, I will ask you to shut it off.

Other Notes:

Well-behaved children are welcome at any time.

*Except for changes that substantially affect grading, this syllabus is a guide for the course and is subject to change with advance notice. Any changes will be given in class and through Blackboard notification.
It is up to the student to make sure that their Blackboard link is working.*

Calendar:

Jan 30 th	First day of class
Feb 13 th	No class, Lincoln's Birthday
Feb 15 th	WEDNESDAY- CLASS MEETS- school on a Monday schedule
Feb 20 th	No class, President's Day
Apr 10 th , 17 th	No classes, Spring Break
Apr 20 th	THURSDAY- CLASS MEETS- school on a Monday schedule Last day for final approval of paper topic
May 15 th	Last day of class
May 22 nd	Last day to submit papers

ADA Policy

In compliance with the American Disability Act of 1990 (ADA) and with Section 504 of the Rehabilitation Act of 1973, Hunter College is committed to ensuring educational parity and accommodations for all students with documented disabilities and/or medical conditions. It is recommended that all students with documented disabilities (Emotional, Medical, Physical, and/or Learning) consult the Office of AccessABILITY, located in Room E1214B, to secure necessary academic accommodations. For further information and assistance, please call: (212) 772- 4857 or (212) 650-3230.

Course Schedule: (all readings except the textbook chapters are tentative)

Note: All asterisked (*) items must be linked through Hunter Library website- use Onesource.

Weeks 1 and 2: Introduction to Medical Geography and its Analytic Approaches

Jacobsen, chap. 1.1-1.3, 1.5-1.7, chap. 3

Laurie Garrett, "Existential Challenges," Introduction, pp.2-10.

Sarah Macfarlane, Mary Racelis, and Florence Muli-Musiime, "Public health in developing countries," Lancet 356 (2000): 841-846.

*<http://www.sciencedirect.com/science/article/pii/S0140673600026647>

Weeks 3 and 4: Methodologies: statistics, remote sensing, mapping and GIS

Jacobsen, Chap. 2.1-2.2.

Karen Grepin, "Are my made up numbers better than your made up numbers?"

<http://karengrepin.com/2010/04/are-my-made-up-numbers-better-than-your.html>

Peter Byass, "The Unequal World of Health Data," PLoS Medicine 6/11 (2009)

<http://www.plosmedicine.org/article/info%3Adoi%2F10.1371%2Fjournal.pmed.1000155>

Colin Robertson and Trisalyn Nelson, "An Overview of Spatial Analysis of Emerging Infectious Diseases," Professional Geographer 66(4) 2014: 579-588. *

*<http://www.tandfonline.com/doi/pdf/10.1080/00330124.2014.907702>

John S. Brownstein, Clark Freifeld, and Lawrence Madoff, "Digital Disease Detection – Harnessing the Web for Public Health Surveillance," New England Journal of Medicine, 360 (2009):2153-2157

<http://www.nejm.org/doi/full/10.1056/NEJMp0900702#t=article>

Weeks 5 and 6: Diseases of the Tropics and the Epidemiological Transition

Jacobsen, chap. 1.4, chap.2.3, chap. 9, chap. 10

Robert L. Dorit, "Zika goes viral," American Scientist 104/5 (9-10.2016):274-27

[to be posted on BB]

Week 7: Social, Economic, Cultural Issues

Jacobsen, chap. 4

A. David Napier, et. al., "Culture and Health," Lancet 384 (2014): 1607-1639.

*http://ac.els-cdn.com/S0140673614616032/1-s2.0-S0140673614616032-main.pdf?_tid=348c19ea-78e1-11e4-b7c6-00000aacb35e&acdnat=1417387117_2fd2e1cac5d382d509a2d2ea4b7f6bc4

Sara Putnam and Sandro Galea, "Epidemiology and the Macrosocial Determinants of Health," Journal of Public Health Policy 29 (2008): 275-289.

*<http://www.jstor.org/stable/pdfplus/40207190.pdf>

Carles Mutaner and Haejoo Chung, "Macrosocial Determinants, Epidemiology, and Health Policy: Should politics and economics be banned from social determinants of health research?"

Journal of Public Health Policy 29 (2008): 299-306.

*<http://www.jstor.org/stable/pdfplus/10.2307/40207192.pdf>

Rudiger Krech, "Social determinants of health: practical solutions to deal with a well-recognized issue," Bulletin of the World Health Organization 89 (2011): 703.

<http://www.who.int/bulletin/volumes/89/10/11-094870/en/>

Week 8: Food Security and Nutrition

Jacobsen, chap. 11.

Laurie Garrett, "Existential Challenges," challenge 3. pp.21-26.

J. D. Leaver, "Global food supply: a challenge for sustainable agriculture," Nutrition Bulletin 36 (2011): 416-421.

*<http://onlinelibrary.wiley.com/doi/10.1111/j.1467-3010.2011.01925.x/pdf>

M. S. Swaminathan, "Cultivating Food for a Developing World," Environmental Science and Technology 26 (1992): 1104-1107.

*<http://pubs.acs.org/doi/pdf/10.1021/es50002a011>

Judit Berman, et. al., "Can the world afford to ignore biotechnology solutions that address food insecurity," Plant Molecular Biology 83 (2013): 5-19.

*<http://eds.a.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=2&sid=d7a45544-5c5e-4808-82f6-842ddd7b0f9b%40sessionmgr4002&hid=4202>

Weeks 9 and 10: Infrastructure and Drugs

Jacobsen, chap. 14.1-14.2

Laurie Garrett, "Existential Challenges," Introduction, pp.2-10, challenge 1, pp.11-14.

Tina Rosenberg, "What Makes Community Health Care Work?", NYT February 18, 2011.

<http://opinionator.blogs.nytimes.com/2011/02/18/what-makes-community-health-care-work/?module=Search&mabReward=relbias%3Ar%2C{%22%22%3A%22RI%3A7%22}>

[and follow the link in this article to the Chinese program]

Lee T. Dresang, et al., "Family Medicine in Cuba: Community Oriented Primary Care and Alternative and Complimentary Medicine," Journal of the American Board of Family Medicine 18 (2005): 297-303.

<http://www.jabfm.org/content/18/4/297.full>

Geoffery Cordell, "Sustainable Drugs and Global Health Care," Quimica Nova 32 (2009): 1356-1364.

*<http://www.scielo.br/pdf/qn/v32n5/v32n5a47.pdf>

Miloud Kaddar, et. al. "Impact of BRICS investment in vaccine development on the global vaccine Market," Bulletin of the World Health Organization

<http://www.who.int/bulletin/volumes/92/6/13-133298.pdf>

Tina Rosenberg, "The Fight Against Fake Drugs," NYT June 4, 2014.

<http://opinionator.blogs.nytimes.com/2014/06/04/the-fight-against-fake-drugs/?module=Search&mabReward=relbias%3Ar%2C{%22%22%3A%22RI%3A7%22}>

Emmanuel Philip, Rizwana Desai, Stella Muyanja Zawedde, and Robert Hayes Glew,

"How much longer will Africa have to depend on western nations for support of its capacity-building efforts for biomedical research?", Tropical Medicine and International Health 16/3 (2011): 268-272

*<http://onlinelibrary.wiley.com/doi/10.1111/j.1365-3156.2010.02709.x/full>

Week 11: Child Health

Jacobsen, chap. 5

Week 12: Family Health

Jacobsen, chap. 6, chap. 7

Emily C. Evans, "A review of cultural influence on maternal mortality in the developing world," Midwifery 29(2013): 490-496

Week 13: Environmental Health and Natural Disasters

Jacobsen, chap. 8, chap. 14.3-14.4

Laurie Garrett, "Existential Challenges," challenge 5, pp.25-30.

Week 14-15: International Health Programs

Jacobsen, chap.10, chap.12.

Laurie Garrett, "The Challenge of Global Health," Foreign Affairs 86 (2007): 14-38.

* <http://www.jstor.org/stable/pdfplus/10.2307/20032209.pdf>

And see the Q&As that accompany this article at

* <http://search.proquest.com/docview/198475067/fulltextPDF?accountid=27495>

Paul Farmer, "Intelligent Design," Foreign Affairs 86 (2007): 155-161

*<http://www.jstor.org/stable/10.2307/20032292>

[this is a direct response to the Garrett article, and includes her countercomments]

Laurie Garrett, "Existential Challenges," challenges 2 and 3, pp.14-21 and conclusion, pp.30-33.

Tina Rosenberg, "Putting Charities to the Test," NYT December 5, 2012.

<http://opinionator.blogs.nytimes.com/2012/12/05/putting-charities-to-the-test/?module=Search&mabReward=relbias%3Ar%2C{%22%22%3A%22RI%3A7%22}>

Laurie Garrett, "WHO's Fairy Dust Financing", Foreign Policy (May 27, 2016)

<http://foreignpolicy.com/2016/05/27/whos-fairy-dust-financing-world-health-organization-zika-budget>