



Development Policy and Health

IPBH 3005 (3 credits / 45 hours)

SIT Study Abroad Program:
Switzerland: Global Health and Development Policy

PLEASE NOTE: We continuously develop and update our syllabi; therefore actual course content is slightly modified from semester to semester. Thus it is likely that the contents listed below will not coincide with exactly the same lectures and readings of consecutive semesters.

Description

The course explores how development policy impacts international and local health policy as well as the effects of such policies on local realities as they relate to the health sector in the developing world. The course reviews the roles of national and international development and human rights agencies, as well as non-governmental agencies, in public health. Students learn how international organizations and humanitarian agencies' work at the policy level to affect change in the health sectors.

Learning Outcomes

The Development Policy and Health course comprises 45 hours of instruction (3 credits). Upon completion of the course, students will be able to:

- Assess the impacts that development policy has on public health and health status
- Identify the ways in which development health policy is informed and formulated
- Discuss in detail how development policy impacts the health sector
- Analyze the roles of international organizations and NGOs in development policy and health
- Explain the obstacles that development projects face in the developing world
- Illustrate the potential impacts of development projects on health under different scenarios

Language of Instruction

This course is taught in English, but students will be engaging local community members in French as part of the course and will be exposed to vocabulary related course content as well as the nuances of global health and development through in-country expert lectures and field visits.

Schedule

*Please be aware that topics and excursions may vary to take advantage any emerging events, to accommodate changes in our lecturers' availability, and to respect any changes that would affect student safety. Students will be notified if this occurs.

Class time will include lectures, case studies, briefings at international organizations and NGOs, field visits and class discussions. Participation is expected in the form of questions and discussions pertaining to the class content and reflections/comparisons with reading material. Course evaluation includes an essay, a final exam, as well as participation in group discussions.

Module 1: Development Policies and the SDGs

This module introduces different approaches to, and policies of development, taking into account macro-economic and micro-economic development strategies, and discusses the shift from the Millennium Development Goals (MDGs) towards the post-2015 sustainable development agenda. It also addresses the strategic implications of the spread of non-communicable diseases both in developed and developing countries on global health and economic development.

Session 1: Sustainable Development and Health

This session assesses key sustainable development goals for public and global health.

Required Reading:

Dora, C., Haines, A., Balbus, J., Fletcher, E., Adair-Rohani, H., Alabaster, G. & Neira, M. (2015). Indicators linking health and sustainability in the post-2015 development agenda. *The Lancet*, 385(9965), 380-391.

Session 2: Impact of NCDs on Sustainable Development

This session addresses the global economic burden of non-communicable diseases.

Required Reading:

Bloom, D.E., Cafiero, E.T., Jané-Llopis, E., Abrahams-Gessel, S., Bloom, L.R., Fathima, S., Feigl, A.B., Gaziano, T., Mowafi, M., Pandya, A., Prettnner, K., Rosenberg, L., Seligman, B., Stein, A.Z., & Weinstein, C. (2011). *The Global Economic Burden of Noncommunicable Diseases*. Geneva: World Economic Forum.

Module 2: Emergency Health Relief Coordination and Human Rights

This module explores how humanitarian health relief is coordinated among various international and non-governmental agencies, elaborating on the so-called cluster system/approach, taking into account access to health care in humanitarian emergencies. It also introduces the notion and concept of health as a human right, and explores the prevention of genocide in a public health perspective.

Session 1: Health Relief Coordination and the Cluster System

This session examines the role of the 'Cluster System' as one of the main instruments of the international community to coordinate humanitarian relief among various state and non-state actors, national, international, and non-governmental organizations, taking into account in particular the international health cluster as coordinated and lead by the WHO.

Required Readings:

Humphries, V. (2013). Improving humanitarian coordination: Common challenges and lessons learned from the cluster approach. *The Journal of Humanitarian Assistance*, 30. Retrieved from: <https://sites.tufts.edu/jha/archives/1976>.
World Health Organization. (2015). Health: At the Heart of Humanitarian Action. WHO position paper for the WHS. Retrieved from: <http://www.who.int/mediacentre/events/2015/world-humanitarian-day/whowhspositionpaper.pdf>

Session 2: Human Rights, Genocide, and Public Health

This addresses the issue of health as a human right and further explores ways of genocide prevention, taking into account public health perspectives.

Required Readings:

World Health Organization and United National Office for the Coordination of Humanitarian Affairs (OCHA). (n.d.). *Factsheet: Human Rights-based Approach to Health*. Retrieved from: http://www.who.int/hhr/activities/hrba_to-health_infosheet.pdf?ua=1

Heidenrich, J. G. (2001). How to prevent genocide. Westport, London, 1-20.

Lawrence Gostin, et al. The next WHO Director-General,s highest priority: a Global
Gostin, L. O., Friedman, E. A., Buss, P., Chowdhury, M., Grover, A., Heywood, M., ... & Møgedal, S. (2013). The next WHO Director-General's highest priority: a Global Treaty on the Human Right to Health. *The Lancet Global Health*, 4(12), e890-e892. Retrieved from: [http://www.thelancet.com/pdfs/journals/langlo/PIIS2214-109X\(16\)30219-4.pdf](http://www.thelancet.com/pdfs/journals/langlo/PIIS2214-109X(16)30219-4.pdf)

Module 3: Contribution of NGOs to Global Health Management

This module examines non-state actors including non-governmental organizations (NGOs) and their contribution to the burden sharing in global health, including in the context of complex emergencies.

Session 1: Health Relief in Complex Emergencies: The Case of MSF

During this session, students will have a briefing with health and management professionals at the headquarters of Doctors Without Borders in Geneva.

Module 4: Human Development and Environmental Sustainability

This module elaborates on sustainable development, taking into account the notion and concept of human development as well international development strategies directed at the protection of the natural and human environment. In this context, students will have briefings with experts at the United Nations Development Program (UNDP) and learn about the Agency's collaboration with i.a. the Global Fund. They will also have a briefing by the United Nations Environmental Program (UNEP) and will be taught by a high-level representative of WaterLex about Water, Sanitation, and Hygiene (WASH) in the context of humanitarian relief and development aid.

Session I: Sustainable Development and Human Development

During a field visit and briefing at the UNDP, students will be further exploring the post-2015 Sustainable Development Agenda and will be introduced to the concept of human development with its human rights approach to economic development. Students will have the opportunity to discuss with experts the agency's role and contribution to the global prevention of disease against the background of its collaboration with the Global Fund.

Required Readings:

United Nations Office of the High Commissioner on Human Rights (OHCHR). (n.d).
Transforming our World: Human Rights in the 2030 Agenda for Sustainable
Development Factsheet.

Session 2: Environmental Protection and Sustainable Urban and Rural Development

During this session, students will have a field visit and briefing at UNEP as well as a lecture by a high-level expert and representative of the non-governmental agency WaterLex. They will learn about UNEP's contribution to the alleviation of emerging global threats to environmental and ecological sustainability, development and health, including climate change. They will further examine global health against the background of global demographic and urbanization trends and explore ways of safeguarding the human right of access to safe drinking water.

Required Readings:

Rydin, Y., Bleahu, A., Davies, M., Dávila, J. D., Friel, S., De Grandis, G., ... & Lai, K. M. (2012). Shaping cities for health: complexity and the planning of urban environments in the 21st century. *Lancet*, 379(9831), 2079.
Obeng-Odoom, F. (2012). Beyond access to water. *Development in Practice*, 22(8), 1135-1146.

Module 5: International Development Perspectives

This module is delivered during the international educational excursion to Morocco. Students will have field visits and briefings at strategic national, international, and non-governmental agencies in the country's capital city of Rabat, and will contribute to a community health promotion activity in collaboration with the national health ministry and the Foundation ALTHEA in the rural area nearby Fez.

(A separate and more detailed program schedule of the study trip is distributed to students prior to the departure to Morocco.)

Required Reading:

El-Zein, A., Jabbour, S., Tekce, B., Zurayk, H., Nuwayhid, I., Khawaja, M., ... & Hogan, D. (2014). Health and ecological sustainability in the Arab world: a matter of survival. *The Lancet*, 383(9915), 458-476.

Module 6: Development and Health: International System Perspectives

During this module, students will be exposed to experts from educational and non-governmental organizations to discuss select aspects of international development and global health in the framework of multilateral diplomacy and human rights advocacy, taking into account the roles of state- and non-state actors, as well as the complex relationships and emerging (public-private & multi-stakeholder) 'partnerships' between governments, international organizations, civil society, and the private sector.

Session 1: Evolution of Global Governance within the Multilateral System

During this session, students will learn about the *UN Global Compact* and the emerging role of non-governmental and private sector actors in shaping international organizations and policy-making.

Required Reading:

Birn, A. E. (2014). Philanthrocapitalism, past and present: The Rockefeller Foundation, the Gates Foundation, and the setting (s) of the international/global health agenda. *Hypothesis*, 12(1), 1-27.

Module 7: Select Aspects on Global Health and Humanitarian Affairs

This module examines global health and development policy in the context of complex emergencies.

Session I: Vocational Health: Implications of Child Labor on Health and Sustainable Development

During this session, students will have a lecture by an independent expert and consultant of the International Labor Office (ILO) on its International Program for the Elimination of Child Labor (IPEC).

Required Reading:

Roggero, P., Mangiaterra, V., Bustreo, F., & Rosati, F. (2007). The health impact of child labor in developing countries: evidence from cross-country data. *American Journal of Public Health*, 97(2), 271-275. Retrieved from: <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC1781398/>

Session II: International Humanitarian Law and Complex Humanitarian Operations

This session examines security and safety challenges faced by humanitarian agencies in delivering emergency and health relief. In this context, students visit the International Committee of the Red Cross (ICRC) and will *i.a.* about the international humanitarian movement and the Committee's traditional role in the promotion of International Humanitarian Law (IHL).

Required Reading:

Levy, B. S., & Sidel, V. W. (2013). Adverse health consequences of the Iraq War. *The Lancet*, 381(9870), 949-958.

Session III: International Panel on Syrian Refugees

When the SIT Study Abroad Program Jordan: Health and Humanitarian Action, visits Geneva, Switzerland on excursion the two programs will join together to participate in, and contribute to, an inter-active panel on Syrian refugees. The panel will take into account perspectives from Jordan, Greece, and Switzerland.

Module 8: Food Security and Sustainable Agricultural Development

This module examines the challenge of global food security and nutrition, taking into account agricultural policies, as well as the role of genetically modified organisms in the development and health sectors. During this module, students will have a study trip to the Swiss Federal Capital city of Bern and visit the Swiss Agency for Development and Cooperation (SDC).

Session I: International development cooperation in the field of agricultural policy and food security

During this session, students will interact with experts from the SDC and discuss Swiss development projects to promote food security in developing countries. In this context, students may also have the possibility to discuss the emerging norm of access to safe and healthy food and nutrition as 'human right'.

Required Readings:

Swiss Agency for Development and Cooperation (SDC). (2014). Global Program food Security (GPFS): Strategic Framework 2010 – 2015. Retrieved from: https://www.eda.admin.ch/content/dam/deza/en/documents/themen/landwirtschaft-ernaehrungssicherheit/strategic-framework-food-security-2013-2017_EN.pdfv

Student Evaluation and Grading Criteria

Evaluation will be based upon the following:

Description of Assignments:

Critical Essay: Students write a research paper of about 10 pages on a subject matter freely chosen in the field of international health and development. No interactive field research is required for this assignment. It is a take-home essay.

Final Exam: This is an in-class non open book exam of about 3 hours computer-typed. Answers are to be drawn in essay format using the integrated approach and taking into account the required readings, lectures, briefings and notes from in-class discussions.

Class participation: Attendance and informed participation in all scheduled lectures, briefings, and review sessions are required. In the framework of review sessions, each student will provide a short presentation on a select required reading.

Assessment:

Critical Essay:	40%
Final exam:	50%
Class Participation:	10%

Grading Scale

Grades are given both fairly and rigorously and in accordance with the system below. They will reflect a combination of quality of performance, progress made, the ability to take into account and assimilate the Academic Director's and the teachers' advice. An "A" letter grade reflects exceptional work, perfect combination of academic competences and personal research and analysis. It shows great ability to integrate field-based investigation and personal reflection into a structured and well-argued paper. A "B" letter grade reflects serious and methodical work as well as a substantial effort at analyzing and understanding cross-cultural issues. A "C" letter grade shows the work meets the requirements but needs more in-depth reflection and personal involvement. A "D" letter grade is insufficient and clearly reflects lack of work or serious deficiencies.

Grading Scale:

94-100%	A
90-93%	A-
87-89%	B+
84-86%	B
80-83%	B-
77-79%	C+
74-76%	C
70-73%	C-

67-69%	D+
64-66%	D
below 64%	F

Expectations and Policies

- Show up prepared. Be on time, have your readings completed and points in mind for discussion or clarification. Complying with these elements raises the level of class discussion for everyone.
- Have assignments completed on schedule, printed, and done according to the specified requirements. This will help ensure that your assignments are returned in a timely manner.
- Ask questions in class. Engage the lecturer. These are often very busy professionals who are doing us an honor by coming to speak.
- Comply with academic integrity policies (no plagiarism or cheating, nothing unethical).
- Respect differences of opinion (classmates, lecturers, local constituents we engage with on-site visits). You are not expected to agree with everything you hear, but you are expected to listen across difference and consider other perspectives with respect.

Academic Policies: SIT prides itself on providing students with an experientially based program; we hold ourselves, and our students, to the highest of academic standards. Students are asked to refer to the **SIT Study Abroad Handbook** for policies on academic integrity, ethics, academic warning and probation, diversity and disability, sexual harassment and the academic appeals process.

Disability Services: Students with disabilities are encouraged to contact Disability Services at disabilityservices@sit.edu for information and support in facilitating an accessible educational experience. Additional information regarding SIT Disability Services, including a link to the online request form, can be found on the Disability Services website at <http://studyabroad.sit.edu/disabilityservices>.