Perspectives on Global Health
IPBH 3000 (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 perspectives on Global Health explore current issues in public health, with an emphasis on governance, humanitarian relief and human rights. The course also analyzes the components of a health system and compares health care systems in a variety of countries.

Learning Outcomes
The Perspectives on Global Health course comprises 45 hours of instruction (3 credits). Upon completion of this course, students will be able to:

- Identify the roles and mandates of major players in global health, humanitarian action, and human rights;
- Analyze the relationship between global and local health issues, problems, and solutions;
- Characterize how determinants of health impact the burden of disease in various settings;
- Appraise public health programs and make recommendations for refinements;
- Produce working papers in selected fields of global health.

Language of Instruction
This seminar 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 seminar 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 in Geneva and Morocco 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 a mid-term exam, a final exam, as well as participation in group discussions.

**Module 1: Global Health Governance and Humanitarian Governance**
This module introduces basic features of global health governance, including humanitarian governance. It reviews fundamental trends in global public health, including the epidemiological transition. This module also gives a historical perspective to understand how Geneva became the world capital of humanitarian action.

**Session 1: Introduction to Global Health, and Primary Health Care (PHC): A Universal Global Health Goal**
This session, led by the Academic Director, is an introduction to global health and addresses global targets of primary health care and critically examines the political determinants of health inequity.

**Required Readings:**

**Session 2: Introduction to Humanitarian Governance and Action**
This session is an introduction to humanitarian action focusing on governance and coordination of humanitarian relief. It introduces the cluster system as one of the main instruments of the international community to coordinate humanitarian relief, focusing on the Global Health Cluster led by the World Health Organization, based in its Geneva headquarters.

**Required Readings:**
World Health Organization (2015). Health: At the Heart of Humanitarian Action. WHO position paper for the WHS.

**Session 3: Geneva, The World Capital of Humanitarian Action**
This session reviews historical events explaining how Geneva became the world capital of humanitarian relief. It includes a visit to the International Red Cross and Red Crescent Museum.

**Required Readings:**
Davey Eleanor (2012). *New players through old lenses, why history matters in engaging with Southern Actors*. HPG Policy group 48, July 2012, Overseas Development Institute
Module 2: Humanitarian Action
This module reviews legal and operational issues in humanitarian relief. It includes briefings by two major humanitarian actors: Médecins sans Frontières (MSF) and the International Committee of the Red Cross (ICRC) at their headquarters, and a discussion on the Syrian conflict and the consequences of population displacements.

Session 1: International Humanitarian Law and Humanitarian Operations
This session examines security and safety challenges faced by humanitarian agencies in delivering emergency and health relief. Students will visit the International Committee of the Red Cross (ICRC) and will learn about the Committee’s role in the promotion of International Humanitarian Law (IHL).

Required Reading:

Session 2: Syrian Refugees
At the occasion of the visit to Switzerland of the SIT Study Abroad Program Jordan: Health and Humanitarian Action, the two programs jointly organize an inter-active discussion on the situation of Syrian refugees and their access to healthcare. The discussion will take into account perspectives from Jordan, Morocco, and Switzerland.

Required Reading:

Session 3: Health Relief in Humanitarian Emergencies: A Briefing at Doctors without Borders (MSF) headquarters
MSF is an International NGO providing assistance to populations in distress, to victims of natural or man-made disasters and to victims of armed conflicts. MSF staff will present their relief programs. While MSF did play a crucial role in responding to the Ebola epidemics in Western Africa, this session also looks into the strategic role of other non state actors such as the Bill & Melinda Gates Foundation in the context of the Ebola epidemic.

Required Reading:

Module 3: Global Health Regulations and Global Governance of Migrant Health
This module introduces the international health regulations lead by the World Health Organization (WHO) and further explores the International Organization of Migration (IOM) approach to access to basic health care by migrant populations.

Session 1: Briefing at the WHO

Required Readings:
Session 2: International Health Regulations
This session reviews the International Health Regulations (IHR), an international legal instrument binding 196 countries across the globe, including all the Member States of WHO. Their aim is to help the international community prevent and respond to acute public health risks that have the potential to cross borders and threaten people worldwide.

Required Readings:

Session 3: International Management of Migrant Healthcare
This session examines the health risks specific to international migrants and the roles of governmental and non-governmental agencies to help improve access to basic health care by vulnerable migrant populations.

Required Readings:

Module 4: The Right to Health
This module reviews health as one of the human rights, human rights-based approach to programming public health interventions, and possible ways to prevent the gravest violation of human rights: genocide.

Session 1: Right to Health
This session presents health as a fundamental human right indispensable for the exercise of other human rights and shows that the realization of the right to health may be pursued through numerous, complementary approaches, such as the formulation of health policies, or the implementation of health programs developed by the World Health Organization (WHO), or the adoption of specific legal instruments.

Required Readings:

Session 2: A Human-Rights-Based Approach to TB
The session presents the STOP TB Partnership Global Plan to end TB and its call for a human rights and gender-based approach to TB that is grounded in international, regional, and domestic law that establish rights to health, non-discrimination, privacy, freedom of movement, and enjoyment of the benefits of scientific progress, among others.

**Required Readings:**
A human rights-based approach to tuberculosis: the Nairobi Strategy  
http://www.stoptb.org/assets/documents/communities/NairobiTBStrategyFINAL.pdf

**Session 3: Preventing Hate and Genocide: A Public Health Approach**
This session uses a public health approach to analyze the risk factors potentially leading to a genocidal situation and discuss ways to prevent the gravest of all human rights violations: genocides.

**Required Readings:**

**Student Evaluation and Grading Criteria**
Evaluation will be based upon the following:  
**Description of Assignments:**

**Midterm Oral Exam (40%):**
Each student will pick a random question and will have 5 minutes to prepare their presentation on it. A jury with two faculty members will listen to the student's brief and ask a couple of questions in order to better grasp the student understanding of the question. The main themes and materials included in the exam will be cleared and reviewed in the review session that takes place prior to the exam.

**Final Exam (50%):**
Students can use their computer to type but are restricted from using the internet to look up information online. The final-term exam includes 5 to 7 questions. Exam responses are to be typed in essay style of one page long in for each answer. Typically students do apply the “integrated approach” taking into account required readings, as well as materials from lectures briefings and in class discussions. The main themes and materials included in the exam are cleared and reviewed in the review session that takes place prior to the exam.

**Class Participation (10%):**
Attendance and informed participation at all scheduled lectures, briefings, and review sessions are required. In the framework of the review sessions, each student will present one select required reading.

**Assessment:**
Mid-Term Exam:  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 Directors’ 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.

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**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 accordingly 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 engaged with on the 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.

Please refer to the SIT Study Abroad Student Handbook for policies on academic integrity, ethics, 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.