

Global Health and Development Policy IPBH-3000 (3 credits)

Switzerland: Global Health and Development Policy

This syllabus is representative of a typical semester. Because courses develop and change over time to take advantage of unique learning opportunities, actual course content varies from semester to semester.

Course Description

This course introduces students to global health while elaborating on the institutional and government complexities of Geneva as the world capital of health and humanitarian action in order to investigate the specific contribution and impact of development agencies on public and global health. The specific experiential learning approach combines in-class lectures by academic and policy experts and site visits and briefings at the headquarters of inter-governmental and non-governmental health and development agencies. Students will also complete a two-week Individual Study Project.

During the first four weeks, we will focus on interactive learning through lectures, briefings, review sessions, and site visits. The final two weeks of the thematic seminar, students will work on individual study projects the goal of which is to produce a research report on a topic of their choice in the field of health and/or development.

Learning Outcomes

Upon completion of the course, students will be able to:

- Identify the roles and mandates of lead global health and development agencies;
- Analyze the relationship between global and local health challenges;
- Characterize how determinants of health impact the burden of disease in various settings;
- Assess the impact of development policies and initiatives on public and global health;
- Explain the nexus between public health and food security and nutrition;
- Produce a research report on a topic related to global health and development.

Language of Instruction

This course is taught in English but students will be exposed to French vocabulary related to the course content, particularly in the fields of economy and development through in-country expert lectures and field visits.

Instructional Methods

Standard instruction combines in-class lectures at the SIT office by both academic and policy experts in the field of global health and development policy on the one hand and group visits to, and briefings at, international health and development agencies. Each module and corresponding thematic sessions are accompanied by required readings, which are periodically reviewed along the training modules. Students are allowed and encouraged to ask questions and address critical observations at the occasion of any of the training lectures and briefings.

Required Texts

All required readings are listed within the schedule section of the present syllabus. Readings are generally posted on the program DropBox; any modification and amendment of required readings will be timely announced by local program staff, as lecturers and instructors may occasionally assign supplemental recommended readings, which will also be distributed to students in advance of relevant training modules.

Assignments and Evaluation

Assignment Descriptions and Grading Criteria

1) Written Examination (30%)

Students will take a Written Exam by the end of the first four weeks of the course. The written examination is an in-class, non-open book, essay-type written exam, in which students integrate lectures, briefings, readings, and in-class notes related to interactive discussions during seminar sessions. The exam is approximately 3-hours long and supervised by the academic director. Students will receive a printed exam sheet with two main sections related to both global health and development policy: the first section contains two essay-type questions (responses should be approximately 2 pages for each question), and the second section contains a set of 6-8 short answer questions, of which students choose four to answer (responses should be approximately 1 page for each question), the total length of the exam is approximately eight pages. Script is Times Roman, 12 pts, double spaced. One day in advance of the Final, the academic director will organize a review session which specifically addresses and anticipates the main themes and topics that students will take during the exam. About one week prior to the review session and final exam, the academic director will distribute a short list of training modules and required readings that students are to prioritize in view of the review session and final exam accordingly.

2) Informed Participation (15%)

During a first review session, e.g. after the first two weeks of the thematic course, a first group of students will present one of the required readings in a 5-minute non-open book oral presentation. For each review session, there will be a specified group of students who will receive a short-list of required readings that they will have to review in advance of the session. During a second review session, e.g. after the end of week four of the thematic course, the second group of students will have to present on new readings. These individual oral presentations will be graded by either the academic director and/or one faculty member who simultaneously facilitate and supervise the review sessions.

3) Study Project Proposal (15%)

In view of their preparations towards the final study project, students will hand in to the academic director a written study proposal, containing a draft project title, a research question, a short description of the research methodology and draft inventory of potential primary and secondary sources, including interactive field research in Geneva. Students will receive specific training by the academic director on how to draw their research proposals and how to carry out inter-active field research, including formal and informal interviews with experts, and how students may take into account relevant ethical requirements of field research among others. Relevant evaluation patterns of how to draw the project proposal will be cleared by the academic director in advance to students' formal submission of their research proposals.

4) Research Paper on Development (40%)

During the first four weeks of the thematic seminar, students reflect upon and select a topic of their choice in the field of health and/or development on which they will conduct interactive research during the last two weeks of the program. This final research paper will be based on their research proposal, which will need to be approved by the academic director and the LRB. In order to further structure students' preparation and further reflection on the specific research design, the academic director will organize individual advising sessions to review student's research proposal and offer feedback. Students will work individually on their projects and complete a 20 page research paper, and in which they will have to integrate at least two interviews of experts in the field of their study projects. Relevant evaluation patterns of the written study projects will be taught and cleared by the academic director early on, e.g. during week three of the program and thematic seminar correspondingly.

Assessment

- Written Exam (30%)
- Informed Participation (15%)
- Study Research Proposal (15%)
- Final Research Paper (40%)

Attendance and Participation

Due to the nature of SIT Study Abroad programs, and the importance of student and instructor contributions in each and every class session, attendance at all classes and for all program excursions is required. Criteria for evaluation of student performance include attendance and participation in program activities. Students must fully participate in all program components and courses. Students may not voluntarily opt out of required program activities. Valid reasons for absence – such as illness – must be discussed with the academic director or other designated staff person. Absences impact academic performance, may impact grades, and could result in dismissal from the program.

Late Assignments

SIT Study Abroad programs integrate traditional classroom lectures and discussion with field-based experiences, site visits and debriefs. The curriculum is designed to build on itself and progress to the culmination (final research project). It is critical that students complete

assignments in a timely manner to continue to benefit from the sequences in assignments, reflections and experiences throughout the program.

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

Program Expectations

- 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.
- Storing Your Work: Keep several copies of your work as back up and keep one copy accessible to you through an online forum, such as an attachment in your email, the course learning management system, or cloud-based storage. This way your work will always be available to despite technical issues. Lost files, deleted drives, or computer crashes are not excuses for late, missing work.
- Personal Technology Use: Cell phones and other personal electronics can be used for taking notes and other class activities. Off-task usage is not acceptable. You may be marked as absent for habitually using them for something other than classroom activities.
- Course Communication: Course documents and assignments will be posted on the program's DropBox. Although the course calendar provides a broad overview and the general sequence of work and assignments for the course, what we accomplish in class will vary, and revisions to the calendar will be posted at the course site. You will need to check the course site regularly. You are responsible for letting local staff know about any network-related problems that prevent you from accessing or submitting assignments.

- **Content Considerations:** Some texts and activities you will encounter in this course delve into sensitive topics that may be emotionally and intellectually challenging. Our classroom is a space where we can engage with challenging ideas, question assumptions, and navigate difficult topics with respect and maturity. As possible, I will flag content and activities that are especially graphic or intense, so we are prepared to address them soberly and sensitively. If you are struggling to keep up with the work or participate in the course because of the nature of the content and activities, you should speak with the academic director and/or seek help from counseling services.
- **Classroom recording policy:** To ensure the free and open discussion of ideas, students may not record classroom lectures, discussion and/or activities without the advance written permission of the instructor, and any such recording properly approved in advance can be used solely for the student's own private use.

SIT Policies and Resources

Please refer to the [SIT Study Abroad Handbook](#) and the [Policies](#) section of the SIT website for all academic and student affairs policies. Students are accountable for complying with all published policies. Of particular relevance to this course are the policies regarding: academic integrity, Family Educational Rights and Privacy Act (FERPA), research and ethics in field study and internships, late assignments, academic status, academic appeals, diversity and disability, sexual harassment and misconduct, and the student code of conduct.

Please refer to the SIT Study Abroad Handbook and SIT website for information on important resources and services provided through our central administration in Vermont, such as [Library resources and research support](#), [Disability Services](#), [Counseling Services](#), [Title IX information](#), and [Equity, Diversity, and Inclusion](#) resources.

Course Schedule

Please be aware that topics and excursions may vary to take advantage of 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.

Each week this course covers major themes in a classroom seminar setting or through field visits, followed by occasional discussion sessions and scheduled review sessions. Guided by SIT faculty, the discussion sessions are facilitated by students and include individual oral presentations and group workshops and debriefing sessions and taking into account formal lecture and briefing materials such as power point presentations of lecturers and instructors, as well as required readings and students' in-class notes. All required readings are indicated within each of the individual sessions of the modules as listed in this course schedule section of the syllabus. Beyond what is listed in the syllabus, supplemental and recommended readings may be occasionally distributed and announced by program staff in advance of relevant sessions.

Module 1: Global Health Governance

This module introduces students into the institutional complexities of global health governance, given the distinguished position of Geneva as world capital city of health. This module focuses primarily on the specific roles of lead multilateral agencies like the World Health Organization (WHO), as well as the main global health government bodies such as the World Health Assembly (WHA). It also takes into account the supplemental roles of third inter-governmental and non-governmental leading agencies in global health. This module also elaborates on the International Health Regulations (IHR) and how they are implemented on a global scale. Students will have the opportunity to visit either the WHO or another leading global health governance agency in Geneva for the purpose of institutional briefings and inter-active field research.

Session 1: Mapping the Institutional Complexities of Global Health

This session introduces students to the main international health institutions, presenting their roles and missions in governing global health, and taking into account both communicable and non-communicable and chronic diseases.

Readings:

World Health Organization. (2015). SDG Health and Health-related targets, Health measurement and accountability post 2015: Five-point call to action.

Harvard-WEF. (2011). The Global Economic Burden of Non.-Communicable diseases, report set 2011.

13-Kain, J., Cordero, S. H., Pineda, D., de Moraes, A. F., Antiporta, D., Collese, T., ... & Rivera, J. (2014). Obesity prevention in Latin America. *Current obesity reports*, 3(2), 150-155.

Gilbert, H., Peck, E., Ashton, R., Edwards, N., & Naylor, C. (2014). Service transformation: lessons from mental health.

Session 2: International Health Regulations (IHR)

This session specifically investigates the IHR led by the WHO and how the IHR are implemented on a global scale and in the event of specific international pandemics, including the recent COVID-19.

Readings

World Health Organization. (2008). International Health Regulations (2005). World Health Organization.

Hardimann, et al. (2012). WHO Perspective on Implementation of International Health Regulations. www.cdc.gov/eid . Vol 18 num 7 July 2012.

Module 2: Humanitarian Action

This module elaborates on the specific role of Geneva as world capital city of humanitarian action and human rights, investigating into the specific contribution of leading inter-governmental and non-governmental humanitarian relief agencies to the promotion of global health. Students will have field visits and institutional briefings at distinguished agencies such as the International Committee of the Red Cross (ICRC), Doctors without Borders (MSF), the International Organization for Migration (IOM), or the United Nations Office of the High

Commissioner for Human Rights (OHCHR), which is the secretariat of the Human Rights Council (HRC) of the United Nations.

Session 1: Humanitarian Health Relief Organizations

This session presents some of the lead humanitarian agencies given Geneva's traditional role as the world capital city of humanitarian action, and to the extent that those agencies specifically take into account health relief.

Readings

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

Humphries, V. (2013). Improving humanitarian coordination: Common challenges and lessons learned from the cluster approach. *The Journal of Humanitarian Assistance*, 30.

Khan et al. (2016). Pathogens, Prejudice and Politics: The Role of the Global Health Community in the European Refugee Crisis. *Lancet Infect Dis*; 16:e173-77, vol 16 August 2016.

Gushulak, B. D., Weekers, J., & MacPherson, D. W. (2011). Migrants and emerging public health issues in a globalized world: threats, risks and challenges, an evidence-based framework. *Emerging Health Threats Journal*, 2(1), 7091.

Session 2: Health as a Human Right

This session explores a (human) rights-based approach to health, given Geneva's position as a global centre for human rights policy.

Readings

World Health Organization. (1978). Declaration of Alma-Ata: International Conference on Primary Health Care, Alma-Ata, USSR, 6–12 September 1978.

Ottersen, O. P., Dasgupta, J., Blouin, C., Buss, P., Chongsuvivatwong, V., Frenk, J., ... & Leaning, J. (2014). The political origins of health inequity: prospects for change. *The Lancet*, 383(9917), 630-667.

Office of the High Commissioner for Human Rights (OHCHR). (2013). General Comment No. 14: The Right to the Highest Attainable Standard of Health (Article 12).

A human rights-based approach to tuberculosis: the Nairobi Strategy, <http://www.stoptb.org/assets/documents/communities/NairobiTBStrategyFINAL.pdf>

Module 3: Public Health Systems and Development Policy

This module introduces students in the main patterns of a public health system in an international comparative perspective and further investigates how leading development agencies and initiatives are contributing to the delivery of health care in the context of development aid, in the field of food security and nutrition. Students will have the opportunity to visit and have briefings at lead development agencies contributing to global health deliveries, including the United Nations Development Program (UNDP), the United Nations Environmental Program, (UNEP), and the World Food Program (WFP).

Session 1: Comparative Public Health Systems

This session introduces students to the main components of a public health system, taking into account relevant comparative international perspectives, including among the most developed and industrialized group of countries, e.g. the Organization for Economic and Development Cooperation (OECD).

Readings

- Lorenzoni, L., Belloni, A., & Sassi, F. (2014). Health-care expenditure and health policy in the USA versus other high-spending OECD countries. *The Lancet*, 384(9937), 83-92.
- Squires, D. (2010). *International Profiles of Health Care Systems: Australia, Canada, Denmark, England, France, Germany, Italy, the Netherlands, New Zealand, Norway, Sweden, Switzerland, and the United States*. New York: The Commonwealth Fund 50 -53.

Session 2: Health-related Sustainable Development and Food Aid

This session elaborates on the health-related Sustainable Development Goals (SDGs) and also introduces the nexus between health and development aid and humanitarian relief in the field of food security and nutrition.

Readings

- 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.
- 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*.
- Obeng-Odoom, F. (2012). Beyond access to water. *Development in Practice*, 22(8), 1135-1146.
- United Nations General Assembly. (2014). Report of the Special Rapporteur on the right to food, Olivier de Schutter, 24 January 2014.
- Valente F. (2014). Towards the Full Realization of the Human Right to Adequate Food and Nutrition. *Development*, 2014, 57(2), (155–170) Society for International Development 1011-6370/14, www.sidint.net/development.
- Rollins & al (2016). Why invest, and what it will take to improve breastfeeding practices? *Lancet* 2016; 387: 491–504.

Module 4: International Health Development Initiatives

This module addresses the development concerns in the global South, taking into account South-South cooperation in the field of health care and introducing new regional and global development and health projects such as associated with the Belt- and Road Initiative (BRI).

Session 1: Health Concerns in the Global South

This session evaluates the specific health sector concerns in low- and middle-income countries and how international development and trade agencies influence the delivery of health care services in the context of development aid and post-conflict reconstruction.

Readings

Janes, C.R., and Corbett, K.K. (2009). Anthropology and Global Health. *Annual Review of Anthropology*. 2009.38:167-83.

Davey, E. (2012). New players through old lenses, why history matters in engaging with Southern Actors. HPG Policy group 48, July 2012, Overseas Development Institute.

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.

Session 2: Perspectives from the New 'Health Silk Road'

This session introduces health related aspects of the Belt- and Road Initiative (BRI) launched by China in 2013 and taking into account the new patterns of South-South cooperation in the field of (health) development aid.

Readings

Hu, Ruwei et al., China's Belt and Road Initiative from a global health perspective, Comment, *The Lancet*, Vol. 5, August 2017, www.thelancet.com/lancetgh

Bing, Ngeow Chow, "COVID-19 speeds up China's 'Health Silk Road'", East Asia Forum, 26 May 2020; <https://www.eastasiaforum.org/2020/05/26/covid-19-speeds-up-chinas-health-silk-road>

Module 5: Individual Study Project

During this module students will write a research proposal, attend individual project advising sessions, and write a final research report on a topic of their choice in the field of health and/or development (see also the section on assignments on top).