The purposes of this course are to explore the relationship between globalization and health and provide students with an understanding of: (a) major indicators and determinants of health and health disparities across populations, from less to more developed countries; (b) the role of epidemiology in evaluating population health, and developing interventions to improve global health and reduce health disparities; and (c) some of the methodological and ethical considerations in international health research. The course is also designed to expose students to health research and clinical work of current University of Wisconsin faculty members working in a range of disciplines relevant to global health, and to help students identify ways in which they might contribute in the future to improvements in global health.

<table>
<thead>
<tr>
<th>Week, DATE</th>
<th>TOPICS</th>
<th>SPEAKERS</th>
<th>ASSIGNMENTS (details provided on pages 3-6 below)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Wed 10/30</td>
<td>4:30-5:00, 6:30-7:00 Introduction: course goals, scope &amp; requirements; brief overview of global health &amp; epidemiology 5:00-6:15 Global health effects of mercury</td>
<td>Durkin, Kanarek</td>
<td>Readings assigned for wk 1, (to be read in advance of class) Post on Learn@UW Discussion, 500 to 750-word Essay #1 if choosing this option. See page 3 below. Due Monday 11/11</td>
</tr>
<tr>
<td>2. Wed 11/06</td>
<td>4:30-5:25 Globalization &amp; health; epidemiologic transitions, 5:30-7:00 Epidemiology of HIV/AIDS</td>
<td>Durkin, Sosman</td>
<td>Readings assigned for wk 2; Post on Learn@UW Discussion, 500 to 750-word Essay #2 if choosing this option. Due Monday 11/18</td>
</tr>
<tr>
<td>3. Wed 11/13</td>
<td>4:30-7:00 Global health indicators, using epidemiology to identify global health priorities, global mental health, epidemiology of neurodevelopmental disabilities in low and middle income countries</td>
<td>Durkin</td>
<td>Readings assigned for wk 3; Post on Learn@UW Discussion, 500 to 750-word Essay #3 if choosing this option. Due Monday 11/25</td>
</tr>
<tr>
<td>4. Wed 11/20</td>
<td>4:30-5:45 Global influenza crises 6:00-7:00 Health effects of global climate change</td>
<td>Ip, Patz</td>
<td>Readings assigned for wk 4; Post on Learn@UW Discussion, 500 to 750-word Essay #4 if choosing this option. Due Monday 12/2</td>
</tr>
<tr>
<td>5. Wed 11/27</td>
<td>No In-Class Session; Instead, view online lectures on this day or during Thanksgiving break: <a href="http://www.youtube.com/watch?v=5nSilHKcEnIQ">http://www.youtube.com/watch?v=5nSilHKcEnIQ</a></td>
<td>No in-class lecture</td>
<td>Readings assigned for wk 5 Post on Learn@UW Discussion, 500 to 750-word Essay #5 if choosing this option. Due Monday 12/9</td>
</tr>
<tr>
<td>6. Wed 12/4</td>
<td>4:30-5:45 Strategies for the control of neglected tropical diseases - a parasitologist's perspective 6:00-7:00 Using epidemiology to identify global health disparities and disease risk factors</td>
<td>Christensen, Durkin</td>
<td>Readings assigned for wk 6; Global Health Indicator Assignment Due 12/4 (paper copy)</td>
</tr>
<tr>
<td>7. Wed 12/11</td>
<td>4:30-5:30 Disaster management 5:45-7:00 Course wrap-up *Please bring laptop or tablet to class on this day for on-line course evaluation.</td>
<td>Birnbaum, Durkin</td>
<td>Readings assigned for wk 7</td>
</tr>
</tbody>
</table>

Online exam will be due before 12/18/2013, (Learn@UW quiz)
Format: lectures featuring U.W. faculty with expertise in topics related to international health; weekly readings; brief written assignments and discussions on assigned and student-selected topics.

Grading:

- **Class Attendance and Participation, 63%**. In addition to attendance and participation in class discussions, this includes completion of 3 of the 5 assigned *Learn@UW* 500 to 750-word essays (postings). Note that students can earn up to 7 points for attendance and participation for each of the 6 in-class sessions (42 points), and up 7 points for each of the 3 required essays (21 points). Students can make up one missed attendance by posting a fourth essay and still achieve 63%.

- **Global Health Indicator Assignment, 22%**.

- **Final Exam, 15%**. This will be a take-home, online, open-book, multiple choice quiz based on information in the lectures and assigned readings. Each student is to work independently to complete the exam, not in pairs or groups.

Attendance: Students are expected to attend all six weekly class sessions and sign the attendance sheet. In the event that a student has to be late or miss a class, he or she should let the instructor (mdurkin@wisc.edu) and the teaching assistant (cuffney@wisc.edu) know in advance, if possible. Students can make-up for one missed weekly session by completing and posting a fourth essay (instead of the otherwise minimum requirement of posting three 500 to 750-word essays). Students are encouraged to read and comment on each other’s essays on *the Learn@UW* Forum.

Office Hours: Available on request with Dr. Durkin or Ms. Cuffney. Please email.

<table>
<thead>
<tr>
<th>Lecturers</th>
<th>Lecture Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Marvin Birnbaum, MD, PhD</strong>, Emeritus Prof. of Med. &amp; Physiology, Director of UW Emergency Med. Services; Past-President, World Assoc. for Disaster &amp; Emergency Medicine</td>
<td>Disaster management</td>
</tr>
<tr>
<td><strong>Bruce Christensen, PhD</strong>, Professor, Dept of Animal Health &amp; Biological Sciences, School of Veterinary Medicine, UW-Madison</td>
<td>Biology and epidemiology of parasitic infections; lymphatic filariasis, geohelminths, effects of preventive interventions on child health</td>
</tr>
<tr>
<td><strong>Maureen Durkin, PhD, DrPH</strong>, Professor, Depts of PHS &amp; Pediatrics, &amp; Waisman Center, UW-Madison</td>
<td>Global health indicators, determinants and trends; design &amp; conduct of epidemiologic studies; neurodevelopmental disabilities</td>
</tr>
<tr>
<td><strong>Hon Ip, PhD</strong>, Director, Diagnostic Virology Laboratory, United States Geological Survey, National Wildlife Health Center, Madison, WI</td>
<td>Virology, avian influenza, diagnosis, surveillance, global influenza epidemiology</td>
</tr>
<tr>
<td><strong>Marty Kanarek, PhD</strong>, Professor, Dept of Population Health Sciences &amp; Gaylord Nelson Institute for Environ. Studies, UW-Madison</td>
<td>Global health effects of mercury; environmental epidemiology</td>
</tr>
<tr>
<td><strong>Jonathan Patz, MD</strong>, Professor, Dept of PHS &amp; Gaylord Nelson Institute for Environ. Sciences, Director of Global Health, UW-Madison</td>
<td>Global climate change and health</td>
</tr>
<tr>
<td><strong>James Sosman, MD</strong>, Associate Professor Dept of Medicine, UW-Madison</td>
<td>Epidemiology of HIV/AIDS</td>
</tr>
</tbody>
</table>
ASSIGNMENTS

A. Write and post on the Learn@UW Discussion board, **3 of the 5 options described below** for 500 to 750-word essays. **A fourth essay can be submitted to make up for one missed class attendance.** There is no need to include a formal bibliography or list of references, but do refer to the assigned readings and lecture material. Note that there is no one right conclusion for any of the topics; the goal is to give you an opportunity to demonstrate that you have comprehended and reflected on the information in the readings and lectures. Each student is to write the essays independently based on his or her own synthesis and own work.

**Essay #1** Consider the ideas and information included in the different readings from week 1 and Professor Kanarek’s lecture from that week, and summarize at least one conclusion you have drawn from them. Provide your reasoning, and specific examples of epidemiologic evidence described in the readings or in the lecture to support your conclusion(s). Do not try to cover everything but do be as specific as possible about the epidemiologic evidence that could support one conclusion or another. **Due Monday 11/11/2013.**

**Essay #2** Consider the ideas and information included in the readings from weeks 1 and 2 and from the week 2 lecture material, and summarize your own thoughts and at least one conclusion you have drawn from them. Provide your reasoning, and specific examples of epidemiologic evidence described in the readings or in one of the lectures to support your conclusion(s). Do not try to cover everything but do be as specific as possible about the epidemiologic evidence that could support one conclusion or another. **Due Monday 11/18/2013.**

**Essay #3** Consider the ideas and information included in the different readings from week 3 and from one of the two lectures from that week, and summarize at least one conclusion you have drawn from them. Provide your reasoning, and specific examples of epidemiologic evidence described in the readings or in one of the lectures to support your conclusion(s). Do not try to cover everything but do be as specific as possible about the epidemiologic evidence that could support one conclusion or another. **Due Monday 11/25/2013.**

**Essay #4** Integrate the ideas and information included in the different readings from week 4 and one of the two lectures from that week, and summarize at least one conclusion you have drawn from them. Provide your reasoning, and specific examples of epidemiologic evidence described in the readings or in one of the lectures to support your conclusion(s). Do not try to cover everything but do be as specific as possible about the epidemiologic evidence that could support one conclusion or another. **Due Monday 12/2/2013.**

**Essay #5** Consider the ideas and information included in the different readings and lecture material from weeks 5 or week 6 and summarize at least one conclusion you have drawn from them. Provide your reasoning, and specific examples of epidemiologic evidence described in the readings or in one of the lectures to support your conclusion(s). Do not try to cover everything but do be as specific as possible about the epidemiologic evidence that could support one conclusion or another. **Due Monday 12/9/2013.**

**B. Global Health Indicator Assignment:** instructions and format provided on Learn@UW; paper copy due in class on 12/4.
READINGS (generally to be read in advance of each session) and VIDEOS

Week 1, Wed 10/31/2012: Course overview & background; Global health effects of mercury

Week 2, Wed 11/7/2012: Globalization & health; Epidemiologic transitions; Epidemiology of HIV/AIDS
Week 3, Wed 11/14/2012:
Global Health Indicators; Using Epidemiology to Identify Global Health Priorities; Global mental health and the epidemiology of neurodevelopmental disabilities in low and middle income countries


Week 4, Wed 11/21/2012:
A. Global influenza crises.
B. Health Effects of Global Climate Change

**Week 5, Wed 11/27/2013 (No Class Meeting)**

**Global Health Online Videos:**
1. Interview with Laurie Garrett, *Global Health and Global Threats*, The Atlantic Meets the Pacific series, University of California San Diego: [http://www.youtube.com/watch?v=5nSlHKcEnIQ](http://www.youtube.com/watch?v=5nSlHKcEnIQ)

**Reading:**
**Week 6, Wed 12/5/2012: Strategies for the control of neglected tropical diseases - a parasitologist's perspective.**


**Week 7, Wed 12/11/2013: Disaster management**


