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Fall 2021

PUBH 4234 – International Development in Health

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Georgia Southern University
Jiann-Ping Hsu College of Public Health

PUBH 4234 – International Development in Health
Fall 2021

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|-------------------------------|--|
| <u>Instructor:</u> | Jackie Mesenbrink MPH, CHES |
| <u>Office:</u> | 109 Solms Hall |
| <u>Phone:</u> | TBD; more information will be provided shortly |
| <u>E-Mail Address:</u> | jmesenbrink@georgiasouthern.edu |
| <u>Office Hours:</u> | Virtual, please email to schedule an appointment |
| <u>Website:</u> | Folio |
| <u>Class Meets:</u> | Online, August 11, 2021, - December 8, 2021 |

Course Catalog available at:
<http://em.georgiasouthern.edu/registrar/resources/catalogs/>
under Jiann-Ping Hsu College of Public Health Programs

Prerequisites: *NONE*

FOLIO Access: <https://my.georgiasouthern.edu/portal/portal.php>

Access to course materials are available for up to one year after graduation.

Catalog Description

This course will describe key cultural, social, and economic issues and methods in global health, and thus provide essential background for other core courses. The course is interdisciplinary, emphasizing the fields of anthropology, sociology, public health, global health, and critical global health studies. This course explores aspects of health inequalities and demonstrates how the sources of health inequalities (including globalization, the impact of social, economic, and political systems, the local and global economy, transnational organizations, culture, race, class, gender, and sexuality) are rooted in injustices that create and sustain the conditions that lead to disparities in health status and health care both domestically and globally.

Required Textbook:

Mukherjee, J.S. (2019). *An introduction to global health delivery: Practice. Equity. Human Rights*. New York, NY: Oxford University Press. ISBN – 9780190662455

Required Resource:

CSDH (2008). Closing the gap in a generation: health equity through action on the social

determinants of health. Final Report of the Commission on Social Determinants of Health. Geneva, World Health Organization. Retrieved from http://apps.who.int/iris/bitstream/handle/10665/43943/9789241563703_eng.pdf?sequence=1.

BSPH Core Student Learning Outcomes

1. Students will develop a health promotion program plan to assess needs and capacities that affect a selected community's health (Assessment: Service Learning Reflection; Needs Assessment portion of the program plan).
2. Students will apply public health evidence-based strategies to the development of health programs (Assessment: program plan & executive summary; systematic literature review).
3. Students will demonstrate the ability to apply cultural competence strategies in public health practice and communication (Assessment: Health Education and Promotion press kit; Health promotion planning executive summary).
4. Students will create strategies for promoting health improvement and disease prevention (Assessment: Environment and your health project; Future Assignment in Chronic Disease course to be developed).

CEPH Concentration Competencies

At the completion of a BSPH program at Georgia Southern University, students will demonstrate the ability to do the following:

1. Assess population needs, assets, and capacities that affect communities' health.
2. Apply cultural values and evidence-based practices to the design or implementation of public health programs.
3. Integrate cultural competence in public health practice and communication.
4. Understand the organization and function of global and domestic health systems.
5. Promote strategies for health improvement and disease prevention.

CEPH BSPH Competencies

Public Health Communication

The ability to communicate public health information, in both oral and written forms, through a variety of media and to diverse audiences

Information Literacy

The ability to locate, use, evaluate and synthesize public health information

Performance-Based Objectives Linked to Course Activities (Note: Assessment Activities Described in Next Section)

At the end of this class, the student will:

1. Describe the political, social, and economic issues that affect the health of global populations.
2. Identify the ethical foundations behind the distribution of wealth and resources and their impact on disparities in health.

3. Compare and contrast sources of health inequalities, including their cause and impact on conditions that lead to health status and healthcare of populations.
3. Examine the impact of poverty and socioeconomic factors on global health injustices.
4. Discuss the importance of measuring health inequalities for assessing global health status
5. Describe the roles and responsibilities of public health professionals for addressing health inequalities and injustices.
6. Identify ways that geography and natural disasters contributes to global health injustices around the world.

Assessment of Student Learning

Students may vary in their ability to achieve levels of competence in this course. Students can expect to achieve course competence only if they honor all course policies, engage in asynchronous learning, complete all assigned work in good faith and on time, and meet all other course expectations of them as students.

Requirements for Written Work

1. Papers must be typed. Please use a 12-point font (Arial or Times New Roman), set all margins to one inch and double space.
2. Written work is expected to be free from errors that would be detected in a careful proofreading, i.e., a word omitted, a word inserted twice, or out of place, a typographical error, omission of the “s” from plural word, etc. Do not rely on the spell-checking utility of your word processing program to detect all spelling errors. The program cannot detect the inappropriate use of correctly spelled words. If you have the paper in final form and you detect any omission errors, you do not have to reprint the page. Simply make the correction neatly in ink.
3. Grammar, spelling, and punctuation are expected to meet the same standard as are required in English classes. There is never any excuse for spelling errors. Use a dictionary. If you have the slightest doubt about the use of grammar, punctuation, or capital letters consult a good reference book.
4. Written work is expected to be organized to read smoothly and fluently without skipping from point to point and back. The use of appropriate introductory and concluding statements or paragraphs is a necessary part of this organization.
5. You are expected to be able to use terms encountered in class or in your readings in appropriate contexts, thus demonstrating that you understand them. If you are using other highly specific terms, explain or define them the first time you use them, and after that, use them in the proper way.
6. Use non-sexist language in all papers. Consult the APA Publication Manual (6th edition) for guidance in the use of non-sexist language.

Portfolio Inclusion

Samples of your work may be reproduced for search purposes and/or inclusion in the professor's teaching portfolio. You have the right to review anything selected for use, and subsequently ask for its removal.

Instructional Methods

This course will be taught online and will include the review of mass media, text, and online training modules. Additionally, this course will include quizzes, assignments, and exams. It is expected that students will actively participate in the course to enhance learning for all students.

Grading

Student Evaluation and Grading: Each student will be evaluated on their performance based on the following:

| | |
|-----------------|------------|
| Quizzes (12) | 144 |
| Assignments (5) | 250 |
| Exams (2) | 200 |
| Total | 594 |

Grading Scale-A final grade of C or better is required to make progress in the major.

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|----------------------------|
| A = 90% -100 % (534 - 594) |
| B = 80% - 89% (475 - 533) |
| C = 70% - 79% (415 - 474) |
| D = 60% - 69% (356 - 414) |
| F = < 60% (<356) |

- 1. Online Quizzes (12 points each):** Students will be required to take quizzes throughout the semester to demonstrate their knowledge and understanding of the information presented through the weekly readings. A total of 12 quizzes will be administered throughout the semester. The quizzes will be 12 points each.
- 2. Exams (100 points each):** Exams will include multiple choice, short answers, definition of terms, listing of information, clarification of terms and concepts and/or case studies. Exam 1 is students' midterm. Exam 2 is students' final.
- 3. Assignments (50 points each):** Students will complete 5 exercises which will be submitted via Folio with proper citations in APA format.
- 4. Folio Engagement (5 points extra credit):** In an asynchronous online course, participation is an integral part of the learning process. Students will be expected to remain current with the coursework, review course materials. Engagement will be measured via Folio.

Grading policies: In this course, students do not compete against each other for grades. Each student's grade will be based on the number of points earned during the semester. A grade of "I" (incomplete) will not be given unless very unusual circumstances are present, such as hospitalization of the student. University regulations do not permit the use of a grade of "I" to avoid a low or failing grade. The policies of the university will govern any dispute.

One-Week Rule: Grades are always the ultimate responsibility of the student. After any grade has been posted to the Folio grade book, there is a one-week (7 days) time limit to make any grade appeals in person and via Folio to the instructor. After the one-week period, the grade becomes permanent and indisputable.

Inclusive Excellence at Georgia Southern University

At Georgia Southern University, we are committed to supporting our students and fostering an environment that is free of bias, discrimination, and harassment in the classroom and in the broader University community. As such, we have an expectation that our learning community is inclusive and respectful. Our diversity may be reflected by differences in race, culture, age, religion, sexual orientation, gender identity, ability, political beliefs, socioeconomic background, and myriad other social identities and life experiences. The goal of inclusiveness, in a diverse community, encourages and appreciates expressions of different ideas, opinions, and beliefs, so that conversations and interactions that could potentially be divisive turn instead into opportunities for intellectual and personal enrichment.

We are a faculty that strives to model reflection, advocacy, and care for the community in order to work toward an equitable, democratic, and sustainable society. We value your participation in this process. If you believe that our courses, programs, or department fall short of this commitment, we encourage you to engage in dialogue with us.

General Expectations

Professional Dispositions

BSPH students are expected to graduate the program with competent professional skills. Professional skills and dispositions are also expected while completing the internship experience. As a student in this course, you are expected to exhibit professionalism at all times. The following is a list of skills BSPH majors are expected to demonstrate:

- Written communication skills: Students use appropriate professional title, grammar, structure, punctuation, spelling, tone, etc.
 - Email and other media communication: Students use appropriate professional title, grammar, structure, punctuation, tone, etc. To write a professional email, please include the following:
 - a salutation,
 - identify who you are,
 - what the contact is in reference to (i.e. PUBH 3232), and
 - what you would like me to do.

At the bottom of the email, please type out your name.

- Oral and non-verbal communication skills:
 - In interpersonal communication, students use or maintain appropriate tone, language, attitude, interpersonal space, etc.
 - In public speaking, students use or display appropriate volume, speed, enunciation, eye contact, structure, etc.
- Organization: Students keep track of assignments and materials, are prepared for presentations, etc.
- Initiative: Students can begin tasks and work independently, initiate tasks/projects, etc.
- Reliability: Students are punctual, complete assignments, meet deadlines, and are prepared for class etc.
- Collegiality: Student exhibits appropriate exhibits appropriate, positive, helpful interactions with others

- Collaboration: Students collaborate with others on tasks or projects, accept others' suggestions and criticisms, participate in and provide constructive inputs to discussion and debate, etc.
 - Judgment: Student considers options and their implications when making decisions, does not act impulsively, etc.
 - Respectful: Students respect confidentiality, treat others with respect, etc.
 - Self-Presentation: Students are well groomed, dressed appropriately, well rested, etc.
 - Interpersonal interactions: Students will practice civility when interacting with faculty and fellow students; in cases of disagreement or conflict, students will make every effort to resolve such matters in a respectful manner with a goal towards mutual resolution.
1. For every one-credit hour, you should expect to work roughly two hours outside the classroom each week. For example, for a three-credit hour course, during a regular fifteen week semester, you should expect approximately ninety hours of work outside of class.
 2. Students are expected to keep up with the class, to read the required material, and to submit assignments and activities by due dates and times.
 3. Students are expected to independently complete all activities, exercises, assignments, and assessments including exams.
 4. Students are expected to produce quality work. Typos and grammar errors should be kept to a minimum. The format and readability of submissions will be taken into consideration when assigning a grade.
 5. Remember to check when assignments are due. It is recommended that you stay ahead of schedule on the assignments, so if an emergency happens, your assignment will be completed and ready to submit within the designated time frame. It is your responsibility to keep track of the due dates for each assignment.

Response Times

As a student in my class, you are important to me. I am committed to your continued learning and college experience. You are never an interruption of my work. You are the purpose of it. Please feel free to visit my office, call, or email me at any time. Monday - Friday you can expect to hear back from me within 24 hours. It may take up to 48 hours over the weekend.

Course Expectations

- **Exam Policy.** Examinations are expected to be taken on the scheduled day. Exams are the property of the professor; any exam removed from the classroom by a student(s) will result in the score of a "0" assigned for that exam, and an "F" for the entire course. A student who arrives more than 15 minutes late, or after the first exam is handed in, will receive a ZERO (0) recorded for the grade.

Makeup exams will only be given in the event of a family emergency (immediate family), due to quarantine for active COVID-19 infection, testing positive (with or without symptoms), or being identified as a close contact and therefore needing to quarantine. Other absences that fall under the umbrella of being made up include in the case of a sanctioned university excused absence. Students participating in authorized activities as an official representative of the University (i.e., athletic events, delegate to regional or national meetings or conferences, participation in university-sponsored performances) will not receive academic penalties and, in consultation with the instructor of record, will be given reasonable opportunities to complete assignments and exams or

given compensatory assignment(s) if needed. The student must provide written confirmation from a faculty or staff advisor to the course instructor(s) at least 10 days prior to the date for which the student will be absent from the class. In the case of a family emergency, evidence of proof to be provided will be determined by the specific emergency. Any student not showing up for an exam without prior notification automatically receives a grade of “F”.

- Please pay attention and adhere to the due dates for assignments. (See policy regarding unusual circumstances).
- The **Final Exam** for the course will be opened from **Sunday, December 5 at 12:01 AM through Wednesday, December 8, 2021 at 6:00 PM EST.**
- Please consult the **STUDENT CONDUCT CODE 2021-22** for course policy concerning issues related to academic dishonesty. Anyone caught violating any of these regulations will be immediately reported to Georgia Southern University's Judicial Board, and be assigned an “F” for the course.
- If you are receiving services from the Student Accessibility Resource Center (SARC), please notify me as soon as possible, to schedule an appointment to present me with our accommodation letter.
- **The last day to withdraw from class without academic penalty is October 7, 2021.**

Texting and Use of Cell Phones (and Other Technologies)

This course is online and not applicable.

Class Attendance and Participation Policy

Federal regulations require attendance be verified prior to distribution of financial aid allotments. Regular attendance is expected. Your attendance will be verified at the first regular class session.

****COVID-19** Caveat**-Students who submit documentation indicating they have received accommodations to join class remotely, OR students who complete a CARES form based on the criteria for not attending class (quarantine for active COVID-19 infection, testing positive (with or without symptoms), or being identified as a close contact and therefore needing to quarantine), OR need flexibility in completing coursework will be provided accommodations if needed to complete coursework in a timely manner.

It is the policy of the University to permit students, faculty, and staff to observe those holidays set aside by their chosen religious faith. The faculty should be sensitive to the observance of these holidays so that students who choose to observe these holidays are not seriously disadvantaged. It is the responsibility of those who wish to be absent to make arrangements in advance with their instructors.

Students participating in authorized activities as an official representative of the University (i.e., athletic events, delegate to regional or national meetings or conferences, participation in university-sponsored performances, and **JPHCOPH funded**) will not receive academic penalties and, in consultation with the instructor of record, will be given reasonable opportunities to complete assignments and exams or given compensatory assignment(s) if needed. The student must provide written confirmation from a faculty or

staff advisor to the course instructor(s) at least 10 days prior to the date for which the student will be absent from the class. The student is responsible for all material presented in class and for all announcements and assignments. When possible, students are expected to complete these assignments before their absences. In the event of a disagreement regarding this policy, an appeal may be made by either the student or the instructor of record to the corresponding college dean. (*University Undergraduate & Graduate Catalog*).

Academic Misconduct

As a student registered at this University, it is expected that you will adhere to only the strictest standards of conduct. It is recommended that you review the latest edition of the *Student Conduct Code* book, as well as the latest *Undergraduate & Graduate Catalog* to familiarize yourself with the University's policies in this regard. Your continued enrollment in this course is an implied contract between you and the instructor on this issue; from this point forward, it is assumed that you will conduct yourself appropriately.

Plagiarism:

According to the Academic Dishonesty Policy of Georgia Southern University, Plagiarism includes (but is not limited to):

- A. Directly quoting the words of others without using quotation marks or indented format to identify them.
- B. Using published or unpublished sources of information without identifying them.
- C. Paraphrasing material or ideas without identifying the source.
- D. Unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic material.

If you are accused of plagiarism by a JPHCOPH faculty member, the following policy, as per the Judicial Affairs website (<http://students.georgiasouthern.edu/judicial/faculty.htm>) will be enforced:

PROCEDURES FOR ADJUDICATING ACADEMIC DISHONESTY CASES

First Offense - In Violation Plea

1. If the professor and the Dean of Students agree that the evidence is sufficient to warrant a charge of academic dishonesty, the professor should contact the Office of Judicial Affairs to determine if this is a first violation of academic dishonesty. The incident will be reported via the following website:

<http://students.georgiasouthern.edu/judicial/faculty.htm>

2. If it is a first violation, the professor should talk with the student about the violation. **If the student accepts responsibility in writing and the professor decides to adjudicate the case, the following procedures will be followed:**

- a. The student will be placed on disciplinary probation for a minimum of one semester by the Office of Judicial Affairs.
- b. The student will be subject to any academic sanctions imposed by the professor (from receiving a 0 on the assignment to receiving a failing grade in the class).
- c. A copy of all the material involved in the case (Academic Dishonesty Report Form and the Request for Instructor to Adjudicate Form) and a brief statement from the professor concerning the facts of the case and the course syllabus should be mailed to the Office of Judicial Affairs for inclusion in the student's discipline record.

First Offense - Not In Violation Plea (student does not admit the violation)

If the professor and the Dean of Students agree that the evidence is sufficient to warrant a charge of academic dishonesty, the professor should contact the Office of Judicial Affairs to determine if this is the first or second violation of academic dishonesty. The student will be charged with academic dishonesty

and the University Judicial Board or a University Hearing Officer would hear the case. If the student is found responsible, the following penalty will normally be imposed:

- a. The student will be placed on Disciplinary Probation for a minimum of one semester by the Office of Judicial Affairs.
- b. The student will be subject to any academic sanctions imposed by the professor.

Second Violation of Academic Dishonesty

If the professor and the Dean of Students agree that the evidence is sufficient to warrant a charge of academic dishonesty, and if it is determined this is the second violation, the student will be charged with academic dishonesty and the University Judicial Board or a University Hearing Officer would hear the case.

If the student is found responsible, the following penalty will normally be imposed:

- a. Suspension for a minimum of one semester or expulsion.
- b. The student will be subject to any academic sanctions imposed by the professor.

Not Responsible Finding

When a student is found not responsible of academic dishonesty, the work in question (assignment, paper, test, etc.) would be forwarded to the Department Chair. It is the responsibility of the Chair to ensure that the work is evaluated by a faculty member other than the individual who brought the charge and, if necessary, submit a final grade to the Registrar. For the protection of the faculty member and the student, the work in question should not be referred back to the faculty member who charged the student with academic dishonesty.

In the case of a Department Chair bringing charges against a student, an administrator at the Dean's level will ensure that the student's work is evaluated in an appropriate manner.

Confidentiality

In accordance with provisions of the Family Educational Rights and Privacy Act of 1974 and the Georgia Open Records Act, any information related to a violation of academic dishonesty or the outcome of a judicial hearing regarding academic dishonesty, is prohibited and must be treated as confidential by members of the faculty."

Disability-related Accommodations

Georgia Southern University is committed to providing reasonable accommodations to students with documented disabilities as required under federal law. Disabilities may include ADD or AD/HD, autism spectrum disorder, brain injury, chronic medical conditions, communication disorders, hearing loss, learning disabilities, mobility impairment, psychological disorders, visual impairment or temporary injuries. The purpose of disability accommodation is to provide equal access to the academic material and equal access to demonstrate mastery of the material. If you have a disability and need accommodations, please contact the Student Accessibility Resource

Center (SARC). You will need to meet with a SARC staff member who can help you gather documentation of your disability or refer you to an appropriate resource for assessment. Once documentation of the disability is approved, SARC staff will provide you with an accommodation letter detailing the approved accommodations which you should present to me so we can discuss and implement your accommodations. Disability accommodations work best starting at the beginning of the semester but can be approved and started at any point in the semester. Accommodations start at the time the accommodation letter is presented to faculty within reasonable timelines; accommodations are not given retroactively. SARC on the Statesboro campus is located on the second floor of Cone Hall and the phone number is (912) 478-1566. SARC for Savannah and Liberty campuses is located on the second floor of Memorial College Center and the phone number is (912) 344-2572.

Basic Needs Statement

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students Office for support. The Dean of Students Office web address is <https://students.georgiasouthern.edu/dean>. You may also reach the Dean of Students Office for the Statesboro campus at (912) 478-3326 or deanofstudents@georgiasouthern.edu. For the Armstrong and Liberty campuses, you can also reach the Dean of Students Office at (912) 344-2514 or rmdeanofstudents@georgiasouthern.edu. Furthermore, please notify the professor if you are comfortable in contacting the Dean of Students Office for support. This will enable the professor to provide any other resources that they may possess.

University Calendar for the Semester

The University Calendar is located with the semester schedule, and can be found at: <http://em.georgiasouthern.edu/registrar/resources/calendars/>

One Final Note

Syllabus Disclaimer: This syllabus serves as a contract between the instructor and student. The contents of this syllabus are as complete and accurate as possible. The instructor reserves the right to make any changes necessary to the syllabus and course material to ensure better student learning. The instructor will announce any such changes in class. It is the responsibility of the student to know what changes have been made in order to successfully complete the requirements of the course.

This syllabus, my lecture notes, and all materials distributed and presented during this course are protected by copyright law. You are authorized to take notes in this class, but that authorization extends to only making one set of notes for your personal use and no other use. You are not authorized to sell, license, commercially publish, distribute, transmit, display, or record notes from this class unless you have my written consent to do so.

Student Conduct Code

The Student Conduct Code is the official University publication governing student conduct and behavior. It is the responsibility of each student to become familiar with the rules and regulations governing student life. Student conduct procedures, appeal procedures, and disciplinary sanctions are found in the Student Conduct Code at <http://students.georgiasouthern.edu/conduct>. I acknowledge that I have read and understand this statement referencing the Student Conduct Code.

Academic Dishonesty

The University goal is to foster an intellectual atmosphere that produces educated, literate people. Because cheating and plagiarism are at odds with that goal, they shall not be tolerated in any form. Students are expected to adhere to the rules and regulations as set forth in the Student Conduct Code. Therefore, all work submitted by a student must represent that student's own ideas and effort; when the work does not, the student has engaged in academic dishonesty. Plagiarism occurs when a person passes in another person's work as his or her own, borrows directly from another person's work without proper documentation, and resubmits his or her own work that has been previously submitted without explicit approval from the instructor. For example, academic dishonesty occurs whenever a student participates in any of the following: Cheating submitting material that is not yours as part of your course performance; using information or devices that are not allowed by the faculty; obtaining and/or using unauthorized materials; fabricating information, research, and/or results; violating procedures prescribed to protect the integrity of an assignment, test, or other evaluation; collaborating with others on assignments without the faculty's consent; cooperating with and/or helping another student to cheat; demonstrating any other forms of dishonest behavior. Plagiarism directly quoting the words of others without using quotation marks or indented format to identify them; using sources of information (published or unpublished) without identifying them; paraphrasing materials or ideas without identifying the source; self-plagiarism -

resubmitting work previously submitted without explicit approval from the instructor; unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic material. NOTICE: The list above is intended only to provide general guidelines for recognizing and avoiding common types of academic dishonesty. It is in no way an exhaustive or comprehensive list of all the types of academic dishonesty. For more information about academic honesty, see the Student Conduct Code at <http://students.georgiasouthern.edu/conduct>. I acknowledge that I have read and understand the Academic Dishonesty Policy.

I have read the syllabus and understand the contents and course requirements.

Student Name (print)

Student Signature

Date

| Overview of the content to be covered the semester | | | |
|---|---|--|--|
| Date | Topic(s) | Readings/Resource | Assessment |
| | | In addition to readings from the texts, read/watch the week's lecture. | All reading quizzes must be completed by Wednesday of the week assigned, 11:59pm Eastern |
| Week 1: 8/11-8/18 | Introduction | | Complete the Attendance Verification quiz on Folio. |
| Week 2: 8/18-8/25 | Roots of Global Health Inequities | Mukherjee: Chapter 1 | Individual Assessment: Students will take Quiz 1, which is related to the week's content. This quiz will evaluate the student's knowledge and understanding of the material presented in the readings. Due 8/25 |
| Week 3: 8/25-9/1 | Setting the Scene for a Global Approach to Health Equity: Evidence, Action & Actors | CSDH: Parts 1 & 2 | Individual Assessment: Students will take Quiz 2, which is related to the week's content. Due 9/1 Assignment 1 due Thursday, 9/1, 11:59pm |
| Week 4: 9/1-9/8 9/6 (Labor Day Holiday) | Lessons Learned from the AIDS Movement | Mukherjee: Chapter 2 | Individual Assessment: Students will take Quiz 3, which is related to the week's content. Due 9/8 |
| Week 5: 9/8-9/15 | Global Health, Burden of Disease, & Equity from the Start | Mukherjee: Chapter 4 | Individual Assessment: Students will take Quiz 4, which is related to the week's content. Due 9/15 Assignment 2 due Thursday, 9/15, 11:59pm |
| Week 6: 9/15-9/22 | Social Forces & Their Impact on Health | Mukherjee: Chapter 5 CSDH: Part 3 Chapter 6 | Individual Assessment: Students will take Quiz 5, which is related to the week's content. Due 9/22 |
| Week 7: 9/22-9/29 | Giving Care, Delivering Value, & Health Equity in all Policies | Mukherjee: Chapter 6 CSDH: Part 3 Chapter 10 | Individual Assessment: Students will take Quiz 6, which is related to the week's content. |

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| Week 8: 9/29-10/6 | Human Resources for Health & Community Health Workers | Mukherjee: Chapters 7-8 | Individual Assessment: Students will take Quiz 7, which is related to the week's content. Due 10/6 |
| Week 9: 10/6-10/13 | Exam 1 | | Midterm Exam Due 10/13 |
| Week 10: 10/13-10/20 | Monitoring & Evaluation | Mukherjee: Chapter 10 CSDH: Chapter 16 | Individual Assessment: Students will take Quiz 8, which is related to the week's content. Due 10/20 Assignment 3 due Thursday, 10/20, 11:59pm |
| Week 11: 10/20-10/27 | Universal Health Care | Mukherjee: Chapter 11 CSDH: Chapter 9 | Individual Assessment: Students will take Quiz 9, which is related to the week's content. Due 10/27 |
| Week 12: 10/27 – 11/3 | Health Financing, Fair Financing, & Market Responsibility | Mukherjee: Chapter 12 CSDH: Chapters 11-1 | Individual Assessment: Students will take Quiz 10, which is related to the week's content. Due 11/3 Assignment 4 due Thursday, 11/3, 11:59pm |
| Week 13: 11/3-11/10 | Building a Movement | Mukherjee: Chapter 14 CSDH: Chapters 13, 14 & 17 | Individual Assessment: Students will take Quiz 11, which is related to the week's content. Due 11/10 |
| Week 14: 11/10-11/17 | Governance, Gender Equity | Mukherjee: Chapter 13 CSDH: Chapters 15 | Individual Assessment: Students will take Quiz 12, which is related to the week's content. Due 11/17 Assignment 5 due Thursday, 11/17, 11:59pm |
| Week 15: 11/22-11/26 | ***THANKSGIVING BREAK*** | | |
| Week 16: 11/29-12/3 | Course Wrap Up | | Final Exam Review |
| Final Exam: Due by 12/8 at 6:00pm EST | Comprehensive FINAL EXAM | | FINAL EXAM DUE 6PM 12/8 |