



ANTH735

Global Health

S2 Evening 2018

Dept of Anthropology

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General Information

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Credit points

4

Prerequisites

Admission to MRes

Corequisites

Co-badged status

Unit description

Global health recognizes a holistic understanding of health that transcends borders and encompasses the links and transnational movements of people, materials and ideas. This class offers a framework for understanding the complex ways health and disease intersect within a range of global contexts, institutions and practices. In order to affect change at the individual, community and global levels, we need to appreciate how human biology and health are shaped by the larger contexts in which they are embedded and the dynamic and uneven circulation of resources, technology, culture, values and people. In this class, we will examine the role of social, political-economic and environmental forces that shape patterns and the distribution of disease and health across communities and take a critical perspective when examining the underlying value systems in biomedical science, policy, health interventions, and global health practice. Particular topics include health determinants, measurements and trends; key actors in global health efforts; women's and children's health; communicable and non-communicable diseases; global mental health; nutrition; pharmaceuticals; disasters and humanitarian emergencies; science, technology and global health; and, health system design and evaluation.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

Synthesize the common anthropological, epidemiological, historical, policy, and political-economic approaches to major global health problems.

Discuss and evaluate the major issues confronting global health, including their trends, determinants, and effect on individuals and populations

Describe the global burden of disease, emerging global health problems, the causes and control of epidemics, and communicable and non-communicable diseases at the global level

Identify the role of poverty, inequality, and structural violence in global health contexts and how health can be distributed unequally within and between populations

Describe the particular health needs of vulnerable populations

Identify and evaluate the complex role and impact of policy, global institutions, non-governmental organizations, and major funders in global health

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Participation</u>	10%	No	Weekly
<u>Essay Exam 1</u>	22%	No	Week 7
<u>Essay Exam 2</u>	22%	No	Exam Week
<u>Final Paper</u>	36%	No	Week 13
<u>Discussion Guide</u>	10%	No	Weekly

Participation

Due: **Weekly**

Weighting: **10%**

Seminar attendance and participation are mandatory. Students are expected to be active participants and demonstrate that they have actively engaged the readings and material presented. Participation also means contributing to a general atmosphere of scholarly enquiry, showing respect for the opinions of others.

On successful completion you will be able to:

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economic approaches to major global health problems.

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- Describe the global burden of disease, emerging global health problems, the causes and control of epidemics, and communicable and non-communicable diseases at the global level
- Identify the role of poverty, inequality, and structural violence in global health contexts and how health can be distributed unequally within and between populations
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Essay Exam 1

Due: **Week 7**

Weighting: **22%**

A take-home essay exam with pre-set questions that cover the key concepts from first half of the semester.

On successful completion you will be able to:

- Synthesize the common anthropological, epidemiological, historical, policy, and political-economic approaches to major global health problems.
- Discuss and evaluate the major issues confronting global health, including their trends, determinants, and effect on individuals and populations
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Essay Exam 2

Due: **Exam Week**

Weighting: **22%**

A take-home essay exam with pre-set questions that cover the key concepts from second half of the semester.

On successful completion you will be able to:

- Synthesize the common anthropological, epidemiological, historical, policy, and political-economic approaches to major global health problems.

- Discuss and evaluate the major issues confronting global health, including their trends, determinants, and effect on individuals and populations
- Describe the global burden of disease, emerging global health problems, the causes and control of epidemics, and communicable and non-communicable diseases at the global level
- Identify the role of poverty, inequality, and structural violence in global health contexts and how health can be distributed unequally within and between populations

Final Paper

Due: **Week 13**

Weighting: **36%**

A final paper with a 10-15 minute class presentation.

On successful completion you will be able to:

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- Describe the global burden of disease, emerging global health problems, the causes and control of epidemics, and communicable and non-communicable diseases at the global level
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- Describe the particular health needs of vulnerable populations

Discussion Guide

Due: **Weekly**

Weighting: **10%**

Students are expected to complete a Discussion Guide for each seminar. You will upload your discussion guide to Turnitin before the start of the weekly seminar (Before Thursday at 6pm). No emailed or late copies will be accepted unless you have a University approved excuse for your absence. Use the discussion guide to help formulate questions and examples to discuss during the seminar. You will turn in 10 discussion guides (there are no discussion guides for weeks 1, 7 and 13). Even if you miss class, you are still required to submit one.

There are two parts to the discussion guide. First, review and respond to the week's materials. That is, describe and/or discuss one or more significant themes, ideas, or findings (either for a specific reading or, ideally, for themes across all). These can be things that struck you as important, not necessarily what the author says is important. After discussing a theme (or

themes) of importance, you may make links to current events, connect with your personal experiences, or describe how this material might be useful (be used in your career). At the end of the guide, offer one or more developed questions based on the readings and/or weekly themes that can be used to initiate a seminar discussion (I might call on you to offer these). The questions need to be meaningful. There is no word limit or maximum; however, attempt to limit your discussion guides to roughly 400 words.

Each discussion guide will be assessed according to the quality and accuracy of the description, critique, and/or analysis. Your questions will be evaluated according to how thoughtfully they are formed and how relevant they are to the readings and/or weekly theme. Each guide will receive a mark between 1 and 10. Papers that receive a mark between 8 and 10 will explore the implications of arguments in insightful or original ways, clearly represent the author(s) arguments, offer compelling analysis and/or critique, and are clearly written. Papers between 5 and 7 demonstrate a basic to good grasp of the material, present identifiable themes/issues, and attempt to offer original analysis or critique. A '5' or lower indicates that your discussion guide was inadequate. You might have demonstrated only a basic grasp of the material, inadequately presented identifiable themes/issues, and did not attempt to offer original analysis or critique. A zero means you didn't do it or you did a poor job. Your discussion guide marks will be posted in the iLearn grades section.

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Delivery and Resources

Seminar based discussion

Unit Schedule

Week	Date	Seminar
1	2 Aug	Introduction: The Scope of Global Health

2	9 Aug	Historical Emergence of Public Health: Sexualisation and Pathologisation of “Third World”
3	16 Aug	What We Know and How We Know It: Data, Theories, and Representations
4	23 Aug	Ethics, Clinical Trials, and the Pharmaceuticalization of Health
5	30 Aug	Maternal and Infant Health
6	6 Sept	Global Mental Health and the Challenges of Mental Illness
7	13 Sept	Exam Week
8	4 Oct	Ethnomedicine
9	11 Oct	Gender and Health
10	18 Oct	Chronic Diseases and the Locus of ‘Responsibility’
11	25 Oct	Infectious Diseases
12	1 Nov	Health for all? Values, Human Rights and Healthcare
13	8 Nov	Wrap-up and Student Presentations
		Exam Week

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway](#) ([http](#)

[ps://students.mq.edu.au/support/study/student-policy-gateway](https://students.mq.edu.au/support/study/student-policy-gateway)). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central](http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>).

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <https://students.mq.edu.au/study/getting-started/student-conduct>

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit ask.mq.edu.au.

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

Learning outcome

- Identify the role of poverty, inequality, and structural violence in global health contexts and how health can be distributed unequally within and between populations

Assessment tasks

- Participation
- Final Paper

PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

Learning outcomes

- Synthesize the common anthropological, epidemiological, historical, policy, and political-economic approaches to major global health problems.
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- Describe the particular health needs of vulnerable populations
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Assessment tasks

- Participation

- Essay Exam 1
- Essay Exam 2
- Final Paper
- Discussion Guide

PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

Learning outcomes

- Discuss and evaluate the major issues confronting global health, including their trends, determinants, and effect on individuals and populations
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Assessment tasks

- Participation
- Essay Exam 1
- Essay Exam 2
- Final Paper
- Discussion Guide

PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

Learning outcomes

- Discuss and evaluate the major issues confronting global health, including their trends, determinants, and effect on individuals and populations
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Assessment tasks

- Essay Exam 1
- Essay Exam 2
- Final Paper

PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

Learning outcomes

- Describe the global burden of disease, emerging global health problems, the causes and control of epidemics, and communicable and non-communicable diseases at the global level
- Identify and evaluate the complex role and impact of policy, global institutions, non-governmental organizations, and major funders in global health

Assessment tasks

- Participation
- Final Paper
- Discussion Guide

PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of

connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

Learning outcomes

- Discuss and evaluate the major issues confronting global health, including their trends, determinants, and effect on individuals and populations
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Assessment tasks

- Participation
- Essay Exam 1
- Essay Exam 2
- Final Paper
- Discussion Guide