



ANTH832

Global Health

S2 Evening 2019

Dept of Anthropology

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General Information

Unit convenor and teaching staff

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Credit points

4

Prerequisites

Admission to MDevStud or 12cp at 800 level or above or ANTH816

Corequisites

Co-badged status

ANTH735 Global Health

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.

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

General Assessment Information

1: Seminar Reading Response and Participation

Weight: 20% Due: Weekly **Reading Responses**: To facilitate seminar discussion, you are required to submit a typed reflection on the reading.

There are ten seminar reading responses required for full credit, which are to be submitted at the seminar in which the reading is discussed. Use the reading response to help formulate questions and examples to discuss during the seminar. The seminar mark will be awarded both on the basis of the written work as well as on seminar participation.

Each reading response 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. There are two parts to the reading response. 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 reading responses to roughly 400-500 words.

Each reading response 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 reading response 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.

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

If you are having trouble speaking up in class discussion, please speak with the course convenor or tutor and together we can find ways to facilitate your contribution. A good strategy would be to prepare summaries of sub-themes that you find especially compelling for each reading, and raise specific questions to clarify some aspect of those readings. Look for and bring in related outside ideas and material. Take notes on what you read and write out questions or comments in advance—this is indeed what the reading responses are for.

You are permitted to miss two seminars without an excuse. Do not submit a special consideration request unless you have already used your two free absences. Nobody likes bureaucracy and this will help reduce both of our paperwork loads. Attendance is vital and please arrive on time.

Seminar attendance is required to pass the unit (it's a 'hurdle task'). For every unexcused absence beyond the first two you will receive a 5% reduction in your final seminar mark. **If you miss five or more seminars you will fail the unit regardless of accumulated marks.**

2: Mid-semester Take-Home Exam

Weight: 30% Due: Sunday, 15 September at 11:59pm

Students will complete a set of short essays (amounting to no more than 2000 words) that cover the key concepts within the readings, lectures, and discussions from the first half of the semester. Success in this assignment necessitates seminar attendance, taking careful notes, and completing the readings. The questions will be provided well in advance of the deadline. Submit via Turnitin. More details will be provided later in the semester.

3: Presentation

Weight: 10% Due: Weeks 12 & 13

Students will be expected to complete a 5-10 minute oral presentation on the research they conducted for their essays. This presentation should clearly explain the background to the topic

being explored in the essay, the main argument(s) of the essay and demonstrate how the essay includes the required components stated below for that assignment. Notes are permitted for this exercise but powerpoint presentations are not. The objective in this assignment is to offer students an opportunity to practice speaking about a topic that they have researched. This exercise will help students build confidence in public speaking and provide them with an opportunity to practice explaining concepts and research findings to others.

4: Essay: Global Health Issue

Weight: 40% Due: Tuesday, 13 November at 11:59pm

Select a global health problem of interest to you and write a review and analysis of the health problem. In your paper, include the following components:

- 1) A description of the health problem and people's experiences of it. Define the problem and consider the experience or "face" of the patient with the problem.
- 2) An introduction to the epidemiology of the health problem and/or why this is a significant global health issue. What are the causes of the problem? How have people studied or learned about the causes of the problem? What gaps exist in our knowledge of and prevention and treatment approaches to the problem?
- 3) A description of the approaches to the problem (policy, public/global health and anthropological). What are the ways in which such studies have led to increased understanding of the problem, or ways in which anthropologists and global health professionals/researchers have helped to improve public health education or interventions?
- 4) A critical evaluation of the historical or contemporary interventions and efforts; essentially, an evaluation of why some programs did not work or a critique of the assumptions enmeshed within programs. What programs are effective in preventing the problem? What types of interventions have been done to learn what works? What are the challenges and opportunities for closing the gap between science and practice? What ethical, social, or political issues exist?
- 5) A concluding section that suggests future directions for anthropologists, global health, and/or public health practitioners in addressing the problem at hand.

You are limited to 3,000 words. MRes students will be expected to attain a higher level of sophistication in their research and writing.

Assessment Tasks

Name	Weighting	Hurdle	Due
Participation/Reading Response	20%	Yes	Weekly
Mid-Semester Take-Home Exam	30%	No	15/9/2019
Presentation	10%	No	Weeks 12 and 13

Name	Weighting	Hurdle	Due
Research Essay	40%	No	6/11/2019

Participation/Reading Response

Due: **Weekly**

Weighting: **20%**

This is a hurdle assessment task (see [assessment policy](#) for more information on hurdle assessment tasks)

Completion of one-page reading response per week and active participation in seminar discussions and/or activities.

On successful completion you will be able to:

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

Mid-Semester Take-Home Exam

Due: **15/9/2019**

Weighting: **30%**

A take-home short answer exam (no more than 2000 words) with questions that cover the key concepts discussed during the 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.
- 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.
- Identify and evaluate the complex role and impact of policy, global institutions, non-governmental organizations, and major funders in global health.

Presentation

Due: **Weeks 12 and 13**

Weighting: **10%**

Short presentation of essay research to be given in the final two weeks.

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

Research Essay

Due: **6/11/2019**

Weighting: **40%**

An essay no longer than 3000 words that explores a topic from the course material.

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

Delivery and Resources

Seminar Structure: This course involves lectures, discussion and films/multimedia material. This course is designed to be highly interactive and students will benefit the most if they actively participate and prepare carefully before each class meeting.

All necessary materials needed to successfully complete this unit (required and recommended readings, web links, videos etc) are available on iLearn or through the Macquarie University library.

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 \(https://students.mq.edu.au/support/study/student-policy-gateway\)](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 \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central).

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 published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) 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 or if you are a Global MBA student contact globalmba.support@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

If you are a Global MBA student contact globalmba.support@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 outcomes

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

- Presentation
- Research Essay

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.
- Discuss and evaluate the major issues confronting global health, including their trends, determinants, and effect on individuals and populations.
- Identify and evaluate the complex role and impact of policy, global institutions, non-governmental organizations, and major funders in global health.

Assessment tasks

- Participation/Reading Response
- Mid-Semester Take-Home Exam
- Presentation
- Research Essay

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

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

Assessment tasks

- Participation/Reading Response
- Mid-Semester Take-Home Exam
- Presentation
- Research Essay

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

- 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.

Assessment tasks

- Mid-Semester Take-Home Exam
- Presentation
- Research Essay

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

- 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.

Assessment tasks

- Participation/Reading Response
- Mid-Semester Take-Home Exam
- Presentation
- Research Essay

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.
- 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.

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

Assessment tasks

- Participation/Reading Response
- Presentation
- Research Essay