

**“We Are the World” Freshman Seminar
Global Health and Development
Psychology 199 (CRN 16801) ~ Fall 2014**

Instructor: Jeffrey Measelle, PhD (measelle@uoregon.edu)

Office Hours: Thursdays 11:30am-1:30pm

Office Hour Location: Marche Museum Cafe

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Course Description

This Freshman Seminar will explore the subject of human health and development in populations around the world, with special emphasis on the role that development during childhood plays in shaping long-term health, illness, and well being. We will examine a collection of global health problems deeply rooted in rapidly changing social structures and that transcend national and other administrative boundaries. Although situated within the Department of Psychology, this course is necessarily interdisciplinary. The class can be considered ideal for University of Oregon students wishing to explore a variety of subject areas with an eye toward their own possible professional trajectories – public health, anthropology, economics, epidemiology, medicine, and psychology – and to better consider the interrelated complexities of psychosocial, political, economic, and environmental factors that govern health in our world. The course will be divided into three major sections:

1. **The Science of Early Childhood:** We will consider how various scientific disciplines – psychology, developmental biology, genetics, neuroscience, anthropology, and medicine – have sharpened our understanding of what constitutes adaptive and maladaptive human development. When developing biological systems central to homeostasis and allostasis are strengthened by positive early experiences, healthy children are more likely to grow into healthy adults. Yet health is more than merely the absence of disease—it is an evolving human resource that helps children and adults adapt to the challenges of everyday life, resist infections, cope with adversity, feel a sense of personal well-being, and interact with their surroundings in ways that promote successful development. In this first section of the course, we consider the psychobiology of health and consider how experiences and environmental influences “get under the skin” and interact with underlying predispositions (e.g., genetics) to shape lifelong outcomes in both physical and mental well-being.
2. **Social Determinants of Health, Illness, and Well-Being Around the World:** Nations with the most positive indicators of population health, such as lower infant mortality and longer life expectancy, typically have higher levels of wealth (though not always lower levels of income inequality). As such, children’s health is a nation’s wealth, as a sound body and mind enhance the capacity of children to develop a wide range of competencies that are necessary to become contributing members of a successful society. Throughout the term, we will consider the social, cultural, and environmental determinants (risk factors) of health. Three domains of influence thought to provide the basis for adaptive and/or maladaptive physical and psychosocial development in most areas of the world will be considered: (a) the caregiving environment (measured pre- and postnatally); (b) sound and appropriate nutrition; and (c) the resources within a child’s physical environment (safety/violence/stress; chemical/toxins, sociocultural institutions). We will consider scientific evidence about these types of risk factors and how they shape, either similarly or differently, the developing health profiles of children around the globe.
3. **Health Initiatives Around the World – Cases in Point:** During the term, we will consider the work of organizations and programs in three major global contexts: (a) Southeast Asia, (b) Africa, and (c) the Americas. Within this section of the course, we will explore how professionals are “translating” the basic science of child development and well-being health programs in different regions. The following types of questions will be considered: “How can volunteers and professions from more fortunate countries help to build capacity in developing countries?” “How do cultural forces – both present and past – shape such efforts?” “How to we evaluate whether such efforts are making a difference?” Importantly, we will have the opportunity to hear from UO and non-UO/Eugene-based professionals about their international work.

Readings

There is no text for this course. Readings for this course will consist of a combination of original research articles, position papers, official intergovernmental reports, book chapters, and news/media stories.

All readings will be posted as pdfs on the course's Blackboard site.

Course Requirements

- a. **Attendance, participation and reading (10%):** attendance is required and active engagement in class discussions will be as critical to student learning as it will be to the overall richness of the class. Due to the seminar-like format of portions of the class (e.g., discussions following instructor didactics; conversations with guest speakers) there is an emphasis on attendance and participation, AND careful reading of the assigned readings before a given class meeting is essential.
- b. **"My Health" surveys (10%):** Multiple times (about 20) during the term, you will complete a daily health survey on-line that we will design in class. Your responses will be treated anonymously and in the aggregate so that we can gain a class-level understanding of how various life-style factors relate to you behavioral, mental, and emotional well being. Specific instructions for how to complete the brief survey on a regular basis will be described in a separate handout.
- c. **Integrative readings questions (20%):** You will read a number of articles in preparation for each class meeting. To help ensure that you are digging into the readings, you are required to prepare a set of 2-3 integrative questions that you would like to discuss in class. Please plan to turn your questions in at the beginning of class in a types format, with your name and UO ID# indicated. These questions will be scored by our course graders on a 1-5 scale, with a 5 reflecting obvious reading of the assigned readings and cross-cutting, integrative questions for discussion.
- d. **Exam (20%):** There will be one in-class Midterm exam after Week 5 (11/4/14). This exam will be short-answer and brief-essay test designed to ensure that students are developing a good working grasp of the concepts, terminology, and scientific evidence needed to engage in thoughtful discussions about GH issues.
- e. **Group project (20%):** By the end of Week 1, students will have provided a list of several potential GH topics that would be of interest to you personally (e.g., effects of lead exposure on early brain development; malaria; HIV; infant feeding practices; use of antibiotics in severe acute malnutrition, parental trauma/unavailability; cosmetics and health; etc). The instructor will attempt to develop "topically connected" groups (of approximately 6-8 students) who will work together to produce a single presentation that conforms to the overall purpose and structure of the course. Together, the group will decide on the health focus(s), global region(s) of relevance, historical and current attempts to address problem/issue, and ideas about how students interested in the topic can get involved. During the final three class meetings (Weeks 9 & 10), class will be devoted to group presentations (approx 20 mins each). The instructor work closely with groups, both in and out of class, as they pursue their topic.
- f. **Term paper (20%):** Based on your group project, you will write a 5 page paper that considers in greater detail, some aspect of the topic you and your group developed. A separate paper guide will be developed to assist you in planning for this assignment. This paper will uploaded through SafeAssign on Blackboard by **Monday December 8th at 5pm**.

Course Topics, Schedule & Assigned Readings

Week/Date	Topics/Activities	Readings for this date:
Week 1 Tue Sept 30	Introduction to course Defining "Health" and considerations of "Your Health"	Syllabus
Week 1 Thur Oct 2	One Health: Principles of Global Health; Social Theories of Health	Readings 1, 2, 3, 4
Week 2 Tue Oct 7	One health (cont.): Changing Patterns in the Burden of Disease; moral imperatives	Readings 5, 6, 7
Week 2 Thur Oct 9	Field Trip: Barbara Jenkins, Director of Instruction & Campus Partnerships, UO Libraries ***Meet at Knight Library***	N/A
Week 3 Tue Oct 14	Social and economic determinants of health	Readings 8, 9, 10
Week 3 Thur Oct 16	Guest speaker: Hilary Lord, MA, Study Abroad Coordinator, Office of International Affairs, University of Oregon	N/A
Week 4 Tue Oct 21	Child development and health around the globe	Readings 11, 12, 13
Week 4 Thur Oct 23	Nutrition and health around the globe	Readings 14, 15, 16
Week 5 Tue Oct 28	Maternal health around the globe	Readings 17, 18, 19
Week 5 Thur Oct 30	Global climate and health around the globe	Readings 20, 21, 22
Week 6 Tue Nov 4	*****IN-CLASS EXAM*****	*****

Week 6 Thur Nov 6	Guest speaker: Janis Weeks, PhD, University of Oregon	TBD
Week 7 Tue Nov 11	Guest speaker: Heather McClure, PhD, University of Oregon	TBD
Week 7 Thur Nov 13	Guest speaker: Lamia Karim, PhD, University of Oregon	TBD
Week 8 Tue Nov 18	Guest speaker: Mark Eddy, PhD, University of Washington	TBD
Week 8 Thur Nov 20	Guest speaker: Jeff Measelle, PhD, University of Oregon	TBD
Week 9 Tue Nov 27	Review of <i>My Health Tracker</i> Data: Report to Class on individual- and class-level health	N/A
Week 9 Thur Nov 27	***THANKSGIVING HOLIDAY***	***
Week 10 Tue Dec 2	Group Presentations	TBD
Week 10 Thur Dec 4	Group Presentations	TBD

Course's Required Readings

Students are required to read the assigned readings in advance of/in time for the class they assigned (as indicated in the schedule).

Readings for the course will comprise a mix of published scientific and organizational briefs, often written for the general public, as well as a carefully selected set of theoretical and empirical papers (chapters or journal articles). It is felt that the former will facilitate an understanding of the latter, and lectures and class discussions will help to solidify student understanding of the readings.

All readings will be available in pdf form on the course's Blackboard site.

Schedule of non-chapter readings:

Week 1

Thursday: One Health: Principles of Global Health; Social Theories of Health

1. Koplan, J.P., et al., (2009). Towards a common definition of global health. *The Lancet*, 373, 1993-1995.
2. Kleinman, A. (2010). The art of medicine: Four social theories of global health. *The Lancet*, 375, 1518-1519.
3. Brown, D. (2008). For a global generation, public health is a hot field. *The Washington Post*, September 19.
4. Suri, A., et al. (2013). Values and global health (245-286). In P. Farmer, J.Y. Kim, A. Kleinman, & M. Basilio (Eds.). *Reimagining Global Health: An Introduction*. University of California Press: Berkeley.

Week 2

Tuesday: One health (cont.): Changing Patterns in the Burden of Disease; moral imperatives

5. Benatar, S. (2005). Moral imagination: The missing component in global health. *PlosMedicine*, 2, 1207-1210.
6. Garrett, L. (2007). The challenge of global health. *Foreign Affairs*, 86, 14-38.
7. Gostin, L.O., & Archer, R. (2007). The duty of states to assist other states: Ethics, rights, and international law. *Journal of Law, Medicine, & Ethics*, 12, 526-533.

Thursday: Library Trip

N/A

Week 3

Tuesday: Social and economic determinants of health

8. Wilkinson, R.G., & Pickett, K.E. (2006). Income inequality and population health: A review and explanation of the evidence. *British Journal of Medicine*, 335, 873-882.
9. Jacobsen K. H. (2014). Socioeconomic determinants of health (pp. 65-86). In K.H. Jacobsen *Introduction to Global Health, 2nd Ed.* Jones & Bartlett Publisher: Burlington, MA.
10. Evans, G. W. (2004). The environment of childhood poverty. *American Psychologist*, 59(2), 77-92.

Thursday: Guest Speaker

N/A

Week 4

Tuesday: Child development and health around the globe

11. Shonkoff, J.P. et al. (2011). The foundations of lifelong health are built in early childhood. *JAMA*. 326, 1050-1059.
12. Fox, S.E., Levitt, P., & Nelson, C.A. (2010). How the Timing and Quality of Early Experiences Influence the Development of Brain Architecture, *Child Development*, 81, 28-40.
13. Jacobsen K. H. (2014). Childhood health (pp. 87-108). In K.H. Jacobsen *Introduction to Global Health, 2nd Ed.* Jones & Bartlett Publisher: Burlington, MA.

Thursday: Nutrition and health around the globe

14. Hora, B. L., Bahl, R., Martines, J. C., & Victoria, C. G. (2007). *Evidence on the long-term effects of breastfeeding: Systematic reviews and meta-analyses*. Geneva, Switzerland: World Health Organization.
15. Langley-Evans, S. C. & Carrington, L. J. (2006). Diet and the developing immune system. *Lupus*, 15, 746-752.
16. Jacobsen K. H. (2014). Global nutrition (pp. 249-276). In K.H. Jacobsen *Introduction to Global Health, 2nd Ed.* Jones & Bartlett Publisher: Burlington, MA.

Week 5

Tuesday: Maternal health around the globe

17. Murphy, E.M. (2003). Being born female is dangerous to your health. *American Psychologist*, 58, 1-5.

18. WHO (2005). The World Health Report 2005: Make Every Mother and Child Count. Geneva: World Health Organization: 2005: 4.
19. McFarlane, D. (2015). Women's status and reproductive rights (pp. 227-252). In D. McFarlane (Ed). *Global Population and Reproductive Health*. Jones & Bartlett Publisher: Burlington, MA.

Thursday: Global climate and health around the globe

20. Landrigan, P. J., et al. (2002). Environmental pollutants and disease in children: Estimates of morbidity, mortality, and costs for lead poisoning, asthma, cancer, and developmental disabilities. *Environmental Health Perspectives*, 110(7), 721-728.
21. Jacobsen K. H. (2014). The environmental context of health (pp. 163-186). In K.H. Jacobsen *Introduction to Global Health, 2nd Ed*. Jones & Bartlett Publisher: Burlington, MA.
22. McFarlane, D. (2015). Climate change, population, and reproductive health (pp. 283-2308). In D. McFarlane (Ed). *Global Population and Reproductive Health*. Jones & Bartlett Publisher: Burlington, MA.

Week 6 and beyond:

Beginning in Week 6, our focus will shift to topics covered by our guest speakers. Each class will feature a guest speaker with pediatric health or related health and well-being experience in a featured country. Our guests will recommend 1-2 papers of their choice to coincide with their discussion. The instructor will supplement with additional articles as needed.

You will be required to produce your Integrative Reading Questions for these sessions.

Grading and Course Expectations

Grades will be assigned as follows: A = 90-100%, B = 80-89%, C = 70-69%, D = 60-69%, F < 60% (with minus and plus grades assigned at appropriate cutoffs).

The grading system used in this course is as follows:

- A** – Outstanding performance relative to that required to meet course requirements; demonstrates mastery of course content at the highest level.
- B** – Performance that is significantly above that required to meet course requirements; demonstrates mastery of course content at a high level.
- C** – Performance that meets the course requirements in every respect; demonstrates an adequate understanding of course content.
- D** – Performance that is at the minimal level necessary to pass the course but does not fully meet the course requirements; demonstrates a marginal understanding of course content.
- F** – Performance in the course, for whatever reason, is unacceptable and does not meet the course requirements; demonstrates an inadequate understanding of the course content.

Accommodations: Appropriate accommodations will be provided for students with documented disabilities. If you anticipate needing accommodations in this course, please make arrangements to meet with me soon.

Academic Honesty: Unless it is specifically connected to assigned collaborative work, all work should be individual. Evidence of collusion (working with someone not connected to the class or assignment), plagiarism (use of someone else's published or unpublished words or design without acknowledgment) or multiple submissions (submitting the same paper in different courses) will lead to the Department's and the University's procedures for dealing with academic dishonesty.