



# FOUNDATIONS OF GLOBAL HEALTH



EMORY  
UNIVERSITY

**HLTH 250/ANT 205/SOC 289: Fall 2021**

**Emory University | Center for the Study of Human Health**

**Zooming Live on Thursdays @ 11:30-12:45 Eastern; Password GH4all**

**Instructor:** [Rachel Hall-Clifford](#), PhD, MPH, MSc (*she/her*)  
**Office Hours:** [Thursdays 12:45-2:00 on Zoom](#) (open waiting room, password howdy) or by appointment  
+1-470-485-1871, [hall-clifford@emory.edu](mailto:hall-clifford@emory.edu)  
**Teaching Assistants:** Nheissa Isidor [nheissa.isidor@emory.edu](mailto:nheissa.isidor@emory.edu)  
Ashna Jagtiani [ashna.jagtiani@emory.edu](mailto:ashna.jagtiani@emory.edu)  
Elaina Sinclair [elaina.sinclair@emory.edu](mailto:elaina.sinclair@emory.edu)

## Course Description

This course introduces students to the broad scope of global health, including the origins of the field, the disciplines and institutions involved, the global distribution of key health conditions, and intervention strategies. Particular emphasis is given to the social determinants of health and health disparities across human populations. Drawing upon engagement with experts in the field, students have the opportunity to apply course concepts to geographical and topical areas of interest through discussions, case studies, and projects.

## Student Learning Objectives

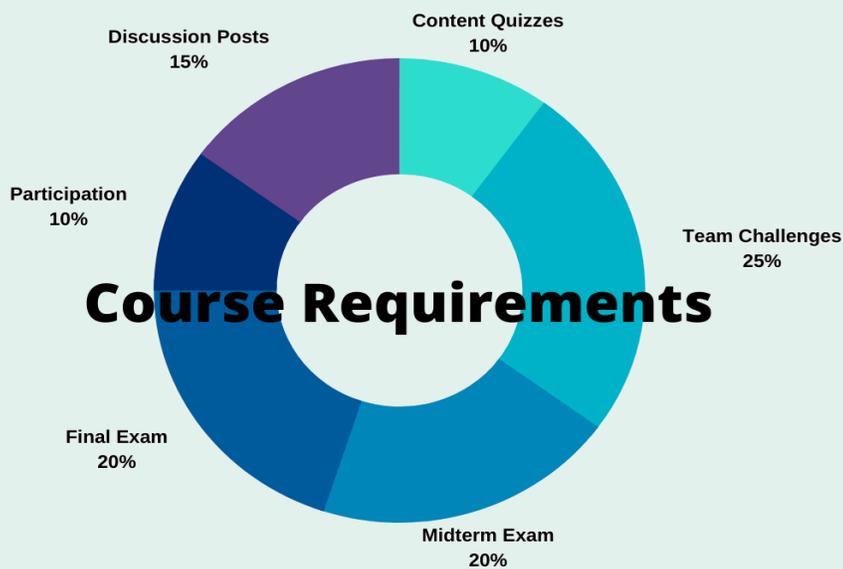
Upon completing this course, students will be able to:

1. Describe key actors, agencies, and structures engaged in global health
2. Apply basic principles of epidemiology to global health indicators and disease burden
3. Recognize the social determinants of health within community, national, and transnational contexts
4. Identify basic approaches to global health intervention design and evaluation
5. Articulate contemporary challenges in global health equity, including ethics, gender equity, and the differential impacts of climate change

## Course Competencies

Upon completing this course, students will have the following skills:

1. Locate reliable disease and health systems indicators
2. Understand and generate visualizations of basic epidemiologic data
3. Read and critically assess global health literature
4. Apply the social determinants of health model to case studies of global health intervention strategies and ethics challenges
5. Propose a potential solution to a global health challenge based on existing global health data and best practices



A	= 100-93%
A-	= 92.99-90%
B+	= 89.99-87%
B	= 86.99-83%
B-	= 82.99-80%
C+	= 79.99-77%
C	= 76.99-73%
C-	= 72.99-70%
D+	= 69.99-67%
D	= 66.99-60%
F	= <60

## Course Requirements

- **Attendance & Participation:** Active participation includes contributions to class discussion during class meetings and on discussion boards. Professional behavior online and respect for classmates is expected – while exploration of different perspectives is encouraged, flaming or cancelling is not acceptable. **During class meetings, active participation entails joining our Zoom room with Emory credentials (NetID through SSO) ahead of the start time and having your video camera on to facilitate group interaction.** Please message your TA or Dr. Hall-Clifford with any connectivity issues or concerns about participation in our live class sessions, which will be recorded. Please read the [Rules of Zoom Engagement](#) for further advice.
- **Content Quizzes:** Content quizzes are embedded in each course module and assess concepts from readings, lectures, and videos. Designed to help you prepare for class discussion, content quizzes for the module must be completed prior to the weekly class meeting. Your lowest quiz grade will be dropped.
- **Discussion Posts:** Course modules often include a discussion forum for engagement with peers and the teaching team on relevant topics. A specific prompt and deadline is noted within the modules along with netiquette guidelines for respectfully engaging in online discussion.
- **Team Challenges:** Students will work in assigned teams across the semester to build a case study of a global health issue and a proposed solution. Detailed assignment instructions will be given in advance of all deadlines. The team challenges will culminate in a video presentation shared in the Global Health Team Expo during the final class meeting.
- **Midterm and Final Exams:** Take-home format (open book, open note) exams will be given at the midterm and during final exams. An overview of the exam format and a question-and-answer review session will be provided.

## Course Communications

All course information will be posted and announced through our Canvas site. Please make sure your notifications are set to receive announcements and updates. Feel free to contact Dr. Hall-Clifford or teaching assistants anytime; our goal is to respond to all messages within 24 hours during the work week. This course supports the principles of diversity and inclusion integral to building a safe community. All community members are responsible for maintaining respectful communication.

## Course Policies and College Resources

### Learning during the Pandemic

During this semester, the COVID-19 pandemic continues to be ongoing. This class is being remotely taught. My goal is for all students to receive a high-quality experience in our course. I am excited about some of the opportunities that our online format allows and aware of some of the challenges that it will present.

If your situation changes regarding health, housing, or in any other regard with respect to your ability to participate in the class, please contact the appropriate Emory student support organization first and then me as soon as feasible. It is easier for me to address your needs if I know about them as soon as they arise. This does not mean I can successfully respond to every request for consideration, but I emphasize that my goal is to treat you all equitably and do what I can to help you succeed in this course.

### Participation in our Online Format

Active participation includes contributions to class discussion during class meetings and on discussion boards. Professional behavior online and respect for classmates is expected – while exploration of different perspectives is encouraged, flaming or cancelling is not acceptable. **During class meetings, active participation entails joining our Zoom room with Emory SSO credentials ahead of the start time and having your video camera on to facilitate group interaction.** Please message your TA or Dr. Hall-Clifford with any connectivity issues or concerns about participation in our live class sessions, which will be recorded

(see below). Please read the [Rules of Zoom Engagement](#).

### Technology Tools

Our class materials will all be linked from our Canvas site. We will make use of Canvas features, including quizzes, discussion boards, and peer feedback to engage with our course content. Your Global Health Challenge Team will have a Google Folder, linked from the group page on Canvas, to facilitate collaboration on team challenges. Additional tools, such as Canva/PowerPoint for graphics and Canvas Studio/Zoom for videos will be used for specific team challenges. Detailed instructions and links to tutorials will be provided; feel free to be in touch with the teaching team with any questions.

### Class Session Recording

Our class sessions on Zoom class sessions will all be audio visually recorded for students in the class to refer back to the information, and for enrolled students who are unable to attend live.

Lectures and other classroom presentations presented through video conferencing and other materials posted on Canvas are for the sole purpose of educating the students enrolled in the course. The release of such information (including but not limited to directly sharing, screen capturing, or recording content) is strictly prohibited, unless the instructor states otherwise. Doing so without the permission of the instructor will be considered an Honor Code violation and may also be a

violation of other state and federal laws, such as the Copyright Act.

Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. If this is the case, you should check in with Dr. Hall-Clifford or your TA to discuss alternate modes of live participation during class sessions to fulfill the participation requirement.

Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live.

### **Grading**

Late assignments will result in a drop of ½ letter-grade per day. This penalty will be applied at the instructor's discretion. *Discussion posts may not be submitted for credit after the deadline.*

### **Absences**

The Center for the Study of Human Health Absence Policy indicates that missing 25% or more of class meetings will result in automatic failure of a course. Students absent from four (4) or more HLTH 250 meetings will receive a grade of "F" for the course. Absences include trips, appointments, interviews, conferences, illness, injury, as well as simply not showing up. Religious observances, school business, and major illness will be considered; however, the student must discuss these individually with the instructor prior to the planned absence.

This semester due to the pandemic, some students might be sick or will need to go into isolation or quarantine. If you are sick, understand that I will be flexible about attendance. Please make sure to email me so that we can discuss your individual circumstances. Please also contact me via email if you are in quarantine.

### **Absences from Examinations**

A student who fails to take any required midterm or final examination at the scheduled time may not make up the examination without written permission from a dean in the Office for Undergraduate Education. Permission will be granted only for illness or other compelling reasons, such as participation in scheduled events off-campus as an official representative of the University. A student who takes any part of a final examination ordinarily will not be allowed to defer or retake that final. Deferred examinations must be taken during the student's next semester of residence by the last date for deferred examinations in the academic calendar or within twelve months if the student does not re-enroll in the college. Failure to take a deferred examination by the appropriate deadline will result automatically in the grade IF or IU.

### **Honor Code**

The Honor Code applies to all work submitted for courses in Emory College. Students who violate the Honor Code may be subject to probation, failure of the course, suspension, permanent exclusion, or a combination of these and other sanctions, which may be part of their reportable record. The Honor Code may be [reviewed online](#).

### **Office for Undergraduate Education**

- The Office for Undergraduate Education (OUE) central office is located in White Hall 300
- Please visit or call 404.727.6069 with questions about academic affairs, concerns or policies.
- All Emory College of Arts and Sciences policies

may be found in the College  
Catalog: <http://catalog.college.emory.edu/>

### Important Fall 2021 Dates

- September 1: End of Add/Drop/Swap
- September 10: Degree application deadline
- October 15: Deadline for partial course withdrawals and grading basis (S/U or graded) changes
- November 12: One-time partial withdrawal deadline (First-years, transfer students, Oxford continuees)

### Academic Advising

Students who have an academic concern or question about Emory College of Arts and Sciences policies or who seek supplemental advising to that of their faculty pre-major or major advisors can seek advising from an Office for Undergraduate Education (OUE) staff. Academic advisors are assigned alphabetically. If an academic advisor is unavailable and the situation is time-sensitive, students may email [oue.advising@emory.edu](mailto:oue.advising@emory.edu) to determine how we can connect you. To schedule, see [OUE Academic Advisor](#).

### Academic Support

There is a range of resources available to Emory undergraduates designed to enrich each student's

educational experience and support their academic progress. A list of programs and appointment instructions is [available here](#).

### Office of Accessibility Services

Office of Accessibility Services works with students who have disabilities to provide reasonable accommodations. To receive consideration for reasonable accommodations, you must contact OAS. It is the responsibility of the student to register with OAS. Accommodations are not retroactive and that disability accommodations are not provided until an accommodation letter has been processed. **Students registered with OAS who have a letter outlining their academic accommodations, are strongly encouraged to coordinate a meeting time with your professor that will be best for both to discuss a protocol to implement the accommodations as needed throughout the semester. This meeting should occur as early in the semester as possible.** Students must renew their accommodation letter every semester they attend classes. Contact the Office of Accessibility Services for more information at (404) 727-9877 or [accessibility@emory.edu](mailto:accessibility@emory.edu). Additional information is available at the [OAS website](#).

## WEEKLY PROCESS



**READ.**

Complete course readings

**VIEW.**

View online content

**DO.**

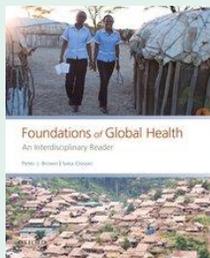
Apply concepts and collaborate

## Writing Center and English Language Learners (ELL) Program:

Tutors in the Emory Writing Center are available to support students as they work on papers, discussion posts, websites, and other projects. Writing Center tutors work on idea development, structure, use of sources, grammar, and word choice. They do not proofread for students. Instead, they discuss strategies and

resources students can use as they write, revise, and edit their own work. Tutors also support the literacy needs of English Language Learners; several tutors are ELL Specialists, who have received additional training. Learn more about the Writing Center and [make an appointment](#).

## Course Text



Brown, Peter J., and Svea Closser, eds. *Foundations of global health: An interdisciplinary reader*. Oxford University Press, 2019.

**Additional open-access readings, viewings, and online resources are linked in the course modules.**

## Course Schedule

WHAT	WHEN (DUE – all times Eastern)
Pre-course interest inventory	Tuesday, August 24 @ 5 p.m.
<b>Module 1: Scope of global health – key disciplines, areas of work, and jobs</b>	
 <ol style="list-style-type: none"> <li>1. <i>Foundations of Global Health</i>, pgs. 2-12</li> <li>2. <i>Reimagining Global Health</i>, Preface – P. Farmer</li> </ol>	Wednesday, August 25
 <ol style="list-style-type: none"> <li>1. Welcome! Who am I? What is this class? (RHC)</li> <li>2. What is global health? (RHC)</li> </ol>	Wednesday, August 25
 <ol style="list-style-type: none"> <li>1. In class: Greetings and team meetings</li> <li>2. Discussion post: Global health job search</li> </ol>	<ol style="list-style-type: none"> <li>1. Thursday, August 26</li> <li>2. <b>Sunday, August 29 @ 5 p.m.</b></li> </ol>
<b>Module 2: History of global health – colonial legacies and neocolonial challenges</b>	
 <ol style="list-style-type: none"> <li>1. <i>Foundations of Global Health</i>, pgs. 335-354</li> <li>2. Will global health survive its decolonisation? – Abimbola &amp; Pai</li> </ol> Optional: <a href="#">‘White Supremacy in Global Health’</a>	By Tuesday, August 31
 <ul style="list-style-type: none"> <li>• <a href="#">The limits of global health (R. Packard, 56 mins.)</a></li> <li>• Paradigm shifts in global health (RHC)</li> </ul>	By Wednesday, September 1
 <ol style="list-style-type: none"> <li>1. Quiz: Global health – how did we get here?</li> <li>2. Discussion post: Questioning our past</li> <li>3. In class: Q&amp;A with <a href="#">Dr. Peter Brown</a> (Emory)</li> <li>4. Team Challenge #1: In the News</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Weds., Sept. 1 @ 5 p.m.</b></li> <li>2. <b>Weds., Sept. 1 @ 5 p.m.</b></li> <li>3. Thursday, Sept. 2</li> <li>4. <b>Sunday, Sept. 5 @ 5 p.m.</b></li> </ol>

<b>Module 3: Contemporary global health structures and power dynamics</b>		
	<ul style="list-style-type: none"> <li>• <i>Foundations of Global Health</i>, pgs. 13-15, 30-35, 379-384</li> <li>• Universal Health Coverage – Mukherjee (skim)</li> <li>• <a href="#">It's Time to Decolonize the Decolonization Movement – Ijeoma Opara</a></li> </ul>	By Tuesday, Sept. 7
	<ul style="list-style-type: none"> <li>• Global health structures (RHC)</li> <li>• A political economy of global health (RHC)</li> </ul>	By Wednesday, Sept. 8
	<ol style="list-style-type: none"> <li>1. Quiz: Global health agents and agencies</li> <li>2. Discussion post: Questioning our future</li> <li>3. In class: Q&amp;A with <a href="#">Dr. Ijeoma Opara</a> (Wayne State U)</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Weds., Sept. 8 @ 5 p.m.</b></li> <li>2. <b>Weds., Sept. 8 @ 5 p.m.</b></li> <li>3. Thursday, Sept. 9</li> </ol>
<b>Module 4: Global health epidemiology – global health indicators and basic metrics</b>		
	<ul style="list-style-type: none"> <li>• <i>Foundations of Global Health</i>, pgs. 56-58, 86-92, 112-117</li> <li>• CDC e-learning Epidemiology <a href="#">Complete Topics 1-5</a> (and/or see also <i>FGH</i> pgs. 66-83)</li> <li>• Explore the <a href="#">COVID Equity Dashboard</a></li> </ul>	By Tuesday, Sept. 14
	<ul style="list-style-type: none"> <li>• Global burden of disease (RHC)</li> <li>• Global health indicators (RHC)</li> </ul>	By Wednesday, Sept. 15
	<ol style="list-style-type: none"> <li>1. Quiz: Epidemiology basics</li> <li>2. Discussion post: Epi for equity</li> <li>3. In class: Q&amp;A with <a href="#">Dr. Shivani Patel</a> (Emory U)</li> <li>4. Team Challenge #2: Infographic</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Weds., Sept. 15 @ 5 p.m.</b></li> <li>2. <b>Weds., Sept. 15 @ 5 p.m.</b></li> <li>3. Thursday, Sept. 16</li> <li>4. <b>Sunday, Sept. 19 @ 5 p.m.</b></li> </ol>
<b>Module 5: Health as a human right and social determinants of health</b>		
	<ul style="list-style-type: none"> <li>• <i>Foundations of Global Health</i>, pgs. 462-469, 229-251 (okay to skim 237-244)</li> <li>• Addressing power asymmetries in global health – Pai (with team)</li> <li>• Optional: <a href="#">WHO/PAHO 25 Questions and Answers on Human Rights</a> (skim)</li> </ul>	By Tuesday, Sept. 21
	<ul style="list-style-type: none"> <li>• <a href="#">Social determinants of health: A public health framework (9 mins)</a></li> <li>• Social determinants of health in global health context (RHC)</li> <li>• Harnessing rights-based approaches: The Universal Health Coverage movement (RHC)</li> </ul>	By Wednesday, Sept. 22
	<ol style="list-style-type: none"> <li>1. Quiz: Social determinants of health</li> <li>2. In class: Q&amp;A with <a href="#">Dr. Madhu Pai</a> (McGill U)</li> <li>3. Team Challenge #3: Identifying Social Determinants</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Weds., Sept. 22 @ 5 p.m.</b></li> <li>2. Thursday, Sept. 23</li> <li>3. <b>Sunday, Sept. 26 @ 5 p.m.</b></li> </ol>

<b>Module 6: Global health finance meets health equity</b>		
	<ul style="list-style-type: none"> <li>• <i>Foundations of Global Health</i>, pgs. 379-384, 409-423</li> <li>• <a href="#">Diseases Do Not Respect Borders</a></li> <li>• World Bank, <a href="#">Lack of Health Care is a Waste of Human Capital</a></li> </ul>	By Tuesday, Sept. 28
	<ul style="list-style-type: none"> <li>• Who pays for global health? (RHC)</li> <li>• <a href="#">The Life Equation (88 mins.)</a></li> <li>• Optional: <a href="#">Triage &amp; Moral Distress: Haiti Earthquake</a></li> </ul>	By Weds., Sept. 29
	<ol style="list-style-type: none"> <li>1. Quiz: Global health funding</li> <li>2. Discussion post: Questioning resource allocation</li> <li>3. In class: Discussion on finance and equity</li> <li>4. Team Challenge #4: Who Pays?</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Weds., Sept. 29 @ 5:00 p.m.</b></li> <li>2. <b>Weds., Sept. 29 @ 5:00 p.m.</b></li> <li>3. Thursday, Sept. 30</li> <li>4. <b>Sunday, Oct. 3 @ 5:00</b></li> </ol>
<b>Module 7: Global health ethics – emerging approaches</b>		
	<ul style="list-style-type: none"> <li>• <i>Foundations of Global Health</i>, pgs. 324-332</li> <li>• <a href="#">Ethically Managing Risks in Global Health Fieldwork: Human Rights Ideals Confront Real World Challenges</a></li> <li>• Read <a href="#">Taskforce for Global Health FACE approach</a></li> </ul>	By Tuesday, Oct. 5
	<ul style="list-style-type: none"> <li>• Global health ethics (RHC)</li> <li>• Equity challenges in global health fieldwork (RHC)</li> <li>• <a href="#">Apology and Harm (8 mins)</a></li> <li>• <a href="#">Walking the fine line between ethical practices and PH goals (3 mins)</a></li> </ul>	By Weds., Oct. 6
	<ol style="list-style-type: none"> <li>1. Quiz: Global health ethics</li> <li>2. Discussion post: Compassion in global health</li> <li>3. In class: Q&amp;A with <a href="#">Dr. David Addiss</a> (TFGH); Midterm review</li> <li>4. <b>Midterm Exam</b></li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Weds., Oct. 6 @ 5 p.m.</b></li> <li>2. <b>Weds., Oct. 6 @ 5 p.m.</b></li> <li>3. Thursday, Oct. 7</li> <li>4. <b>Sunday, Oct. 10 @ 5 p.m.</b></li> </ol>
<b>Module 8: Global health delivery – intervention design</b>		<b>LIVING (GLOBAL) HEALTH WEEK!</b>
	<ul style="list-style-type: none"> <li>• <i>Foundations of Global Health</i>, pgs. 271-283, 424-434, 446-452</li> <li>• Redefining global health-care delivery – Kim, Farmer, Porter</li> <li>• Explore <a href="#">StrongMinds</a> model</li> </ul>	<ul style="list-style-type: none"> <li>• By Tuesday, Oct. 12</li> </ul>
	<ul style="list-style-type: none"> <li>• Global health delivery models (RHC)</li> <li>• Global health intervention design (RHC)</li> <li>3. <a href="#">PIH-Rwanda and Zipline Partner on Cancer Care during COVID-19</a> (5 mins)</li> </ul>	<ul style="list-style-type: none"> <li>• By Weds., Oct. 13</li> </ul>
	<ol style="list-style-type: none"> <li>1. Discussion Post: Care in Context</li> <li>2. In class: Q&amp;A with <a href="#">Mr. Peter Okwi</a> (Uganda Country Director, StrongMinds)</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Weds., Oct. 13 @ 5 p.m.</b></li> <li>2. Thursday, Oct. 14</li> </ol>



<b>Module 9: Water, sanitation, and hygiene (WASH) strategies</b>		
	<ul style="list-style-type: none"> <li>• <i>Foundations of Global Health</i>, pgs. 121-134, 143-150</li> <li>• Global guidelines meet local realities – R. Hall-Clifford, R. Amerson</li> </ul>	<ul style="list-style-type: none"> <li>• By Tuesday, Oct. 19</li> </ul>
	<ul style="list-style-type: none"> <li>• Ecological determinants of health (RHC)</li> <li>• Oral Rehydration Therapy and water politics (RHC)</li> <li>• <a href="#">When Profit Powers a Clean Water Project for the Poor (22 mins.)</a></li> </ul>	<ul style="list-style-type: none"> <li>• By Weds., Oct. 20</li> </ul>
	<ol style="list-style-type: none"> <li>1. Quiz: Ecological determinants of health</li> <li>2. Discussion post: Public-private partnerships</li> <li>3. In class: Q&amp;A with Mr. Philip Wilson (CEO, <a href="#">EcoFilter</a>)</li> <li>4. Team Challenge #5: Intervention Landscape Analysis</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Weds., Oct. 20 @ 5:00 p.m.</b></li> <li>2. <b>Weds., Oct. 20 @ 5:00 p.m.</b></li> <li>3. Thursday, Oct. 21</li> <li>4. <b>Sunday, Oct. 24 @ 5 p.m.</b></li> </ol>
<b>Module 10: Reproductive health and women's rights</b>		
	<ul style="list-style-type: none"> <li>• <i>Foundations of Global Health</i>, pgs. 254-259, 300-307</li> <li>• <a href="#">Witnessing Obstetric Violence during Fieldwork – A. Castro</a></li> <li>• <a href="#">Black Mamas Matter: Maternal deaths a 'human rights crisis' – D. Currie</a></li> <li>• Optional: <a href="#">#MeToo Global Health</a></li> </ul>	By Tuesday, Oct. 26
	<ul style="list-style-type: none"> <li>• Reproductive health and health equity (RHC)</li> <li>• Maternal care: A Guatemalan case study (RHC)</li> <li>• <a href="#">The way they treat us...better not going (4 mins.)</a></li> </ul>	By Weds., Oct. 27
	<ol style="list-style-type: none"> <li>1. Quiz: Gender equity in global health</li> <li>2. Discussion post: Maternal care outcomes</li> <li>3. In class: Q&amp;A with <a href="#">Dr. Arachu Castro</a> (Tulane U)</li> <li>4. Team Challenge #6: Intervention Ideation</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Weds., Oct. 27 @ 5:00 p.m.</b></li> <li>2. <b>Weds., Oct. 27 @ 5:00 p.m.</b></li> <li>3. Thursday, Oct. 28</li> <li>4. <b>Sunday, Oct. 31 @ 5:00 p.m.</b></li> </ol>
<b>Module 11: Nutrition, global food systems, and climate change</b>		
	<ul style="list-style-type: none"> <li>• <i>Foundations of Global Health</i>, pgs. 175-185, 202-207, 221-223</li> <li>• The importance of women's status for child nutrition in developing countries – L. Smith et al.</li> </ul>	By Tuesday, Nov. 2
	<ul style="list-style-type: none"> <li>• The double burden of under &amp; overnutrition (RHC)</li> <li>• Food systems and climate change (RHC)</li> <li>• <a href="#">Preventing Anemia in Costa Rica (5 mins.)</a></li> </ul>	By Weds., Nov. 3
	<ol style="list-style-type: none"> <li>1. Quiz: Interplay of under &amp; overnutrition</li> <li>2. Discussion post: Child feeding practices</li> <li>3. In class: Q&amp;A with <a href="#">Dr. Reynaldo Martorell</a> (Emory U)</li> <li>4. Team Challenge #7: Intervention Innovation</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Weds., Nov. 3 @ 5:00 p.m.</b></li> <li>2. <b>Weds., Nov. 3 @ 5:00 p.m.</b></li> <li>3. Thursday, Nov. 4</li> <li>4. <b>Sunday, Nov. 7 @ 5:00 p.m.</b></li> </ol>

<b>Module 12: Global health program evaluation</b>		
	<ul style="list-style-type: none"> <li>• <i>Foundations of Global Health</i>, pgs. 368-376, 453-458</li> <li>• <a href="#">Health Campaign Effectiveness Coalition</a> Brief</li> <li>• <a href="#">CDC Framework for Program Evaluation</a> (Review framework, steps, and standards overviews)</li> </ul>	By Tuesday, Nov. 9
	<ul style="list-style-type: none"> <li>• <a href="#">What non-profits can learn from Coca-Cola</a> (Melinda Gates)</li> <li>• What works? Impact, outcome, and process evaluation (RHC)</li> </ul>	By Weds., Nov. 10
	<ol style="list-style-type: none"> <li>1. Quiz: Program evaluation in global health</li> <li>2. Discussion post: What works, and how do we know?</li> <li>3. In class: Q&amp;A with <a href="#">Dr. Kristin Saarlus</a> (Taskforce for Global Health)</li> <li>4. Team Challenge #8: Evaluation Design</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Weds., Nov. 10 @ 5:00 p.m.</b></li> <li>2. <b>Weds., Nov. 10 @ 5:00 p.m.</b></li> <li>3. Thursday, Nov. 11</li> <li>4. <b>Sunday, Nov. 14 @ 5:00 p.m.</b></li> </ol>
<b>Module 13: Durable health systems strengthening – capacity building and stakeholder engagement</b>		
	<ul style="list-style-type: none"> <li>• <i>Foundations of Global Health</i>, pgs. 480-490</li> <li>• Building an evidence base for stakeholder engagement – J. Lavery</li> <li>• How (not) to write about global health – D. Jumbam</li> </ul>	By Tuesday, Nov. 16
	<ul style="list-style-type: none"> <li>• What's next for global health? (RHC)</li> <li>• <a href="#">Stakeholder engagement and the implementation of global health programs (60 mins.)</a></li> </ul>	By Weds., Nov. 17
	<ol style="list-style-type: none"> <li>1. Discussion post: The future of equity in global health</li> <li>2. In class: Q&amp;A with <a href="#">Dr. Jim Lavery</a> (Emory); Global Health Expo Prep</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Weds., Nov. 17 @ 5:00 p.m.</b></li> <li>2. Thursday, Nov. 18</li> </ol>
<b>Happy Thanksgiving! No class on Thursday, Nov. 25</b>		
<b>Module 14: Global Health Expo</b>		
	<ul style="list-style-type: none"> <li>• Submit your final Team Challenge Video Presentation</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Tuesday, Nov. 30 @ 5 p.m. (upload to Canvas)</b></li> </ul>
	<ul style="list-style-type: none"> <li>• View Global Health Expo videos of other teams and post questions</li> </ul>	<ul style="list-style-type: none"> <li>• <b>By Thursday, Dec. 2 @ 10:00 a.m.</b></li> </ul>
	<ul style="list-style-type: none"> <li>• In class: Global Health Team Expo</li> <li>• Final exam overview</li> </ul>	<ul style="list-style-type: none"> <li>• Thursday, Dec. 2 @ 11:30 a.m.</li> </ul>
<b>FINAL EXAM: Due Tuesday, December 14<sup>th</sup> @ 2:00 p.m. Eastern</b>		