

College of Public Health & Health Professions
PHC 6764
Global Health and Development I

Syllabus
Fall, 2024

Time: Monday 9:35-12:35

Modality: In-person.

Location: HPNP G-114 PPHP Building (1225 Center Dr, Gainesville, FL 32611; see map at <https://phhp.ufl.edu/contact/where-to-find-us/>)

Credits: 3

Teaching

Dr. Sarah McKune, PhD

Associate Professor

Email: smckune@ufl.edu

Dr. Chhavi Tiwari, PhD

Postdoc Associate

Email: chhavitiwari@ufl.edu

Phone number: 352-328-2202

Office Hours:

Chhavi Tiwari- Mondays, 2-3:00pm (EGH 136), Fridays, 1-2:00pm (Grinter 477)

Please email to arrange a 15-minute appointment either by Zoom or in-person

Preferred Course Communications: UF Canvas Course Site, UF email as back up

Course Overview or Purpose

This course was initially developed as one of two health courses for the Master's in Development Practice (MDP) program, and currently serves as the core health course for that program and a concentration core course for the PhD in Public Health, One Health concentration. It is appropriate for graduate students interested in an introduction to the interaction between environmental, economic, and social processes with global public health threats. This course will cover fundamental public health and anthropologic principles, methods, and study designs. Case studies will be used to demonstrate how development practitioners can incorporate the use of these methods to investigate patterns of disease, patterns of culture, risk factors, broad causes, and the need for integrated interventions to reduce risk of disease and death. The case studies will also illustrate major global health challenges, such as malaria, HIV/AIDS, and maternal and child morbidity and mortality, as well as cultural sensitivity and appropriate communication in public health practice and research.

Course Objectives

Upon successful completion of the course, students will be able to:

1. Understand and describe commonly used analytic metrics of risk factors and health outcomes
2. Discuss the etiology of and risk factors for key global health threats
3. Compare and choose alternative methods for empirically addressing public health questions
4. Use appropriate analytical and statistical approaches to answer empirical public health questions

5. Critique the application of analytical approaches to address health and development issues
6. Review, discuss, and critique various approaches to ensuring cultural sensitivity in global health development research and practice
7. Identify, discuss, and illustrate the contribution of economic, social, environmental and policy change on health in specific settings using available scientific information and contextual data
8. Identify and characterize the positive and negative effects of development efforts and projects on population health in different settings
9. Identify and critique alternative interventions for addressing health and develop problems in their context

Course Materials

Readings will be drawn from published literature in public health and development, including the main background reference: **(DCP3) Disease Control Priorities (3rd Edition)**, (2015) Jamison DT, Breman JG, Nugent R, Gelband H, Horton S, Jha P, Laxminarayan (www.dcp3.org).

Weekly discussion will also pull from Johns Hopkins' Global Health NOW list serve. It is free to subscribe at the following link: (<http://www.globalhealthnow.org/subscribe>)

Weekly class expectations

As a graduate class, all students are expected to prepare, attend, and actively participate in class weekly. The course may include weeks where lecture and discussion are taught remotely using Zoom technology. Expectations about participation will not change. Students are expected to be engaged and attentive to the activities of the class. They should not be using electronic equipment, including phones, computers, or tablets, to be engaged any activities other than those relating to the class.

Evaluation

Exercises (2 total)	10%
Critical questions (10 total)	10%
Lead Discussion and Apply Key Concepts	20%
Discussion Lead (10%)	
Critical Concept Application (10%)	
Mid-term exam (take home)	25%
Final project	25%
Final group presentation (10%)	
Final written assignment (15%)	
Class participation	10%

Exercises. These are short assignments during the early part of the course designed to apply the concepts and skills introduced in the earlier class sessions. Assignments are due before class on the week that they are listed.

Critical questions Students will prepare three critical questions based on the empirical readings for that week's class (don't use simple methodological or theoretical readings for this, focus on data/evidence-based readings). Students must participate by posting questions 10 times (10 weeks) out of the semester. Questions should reflect issues that the article raises that you would like to discuss with colleagues. They shouldn't be factual or testing questions, but instead probing and exploring questions. Be prepared to read your questions in class to build the discussion.

Discussion leader and critical concept application. Each week a student or team of 2 students will lead a class discussion. This should engage both real time news events (as identified through the Global Health NOW list serve) and, most importantly, the empirical readings and critical questions submitted by other students.

Students should NOT develop a presentation but should assume their fellow classmates have read the

text and facilitate discussion the empirical readings. Approximately 30-45 minutes of each class will be allocated for such discussion. Following discussion, each individual will submit a 500-700 word *critical concept application* essay, in which they define key concepts from that week’s readings/lesson and apply them to the concurrent events.

Mid-term exam. This is designed for you to test your understanding of the basic public health analytical methods, understand their application by others, and apply them to new situations. The exam is NOT a group project and must be completed independently. This is a take-home exam, you will have 2 weeks to complete it, and submission will be via Canvas.

Final project: Group Presentation and Individual Written Assignment

Groups will conduct a Situation Analysis for a specific country. Groups may use primary data from Demographic and Health Surveys, published literature, and reports to assess health threats and identify underlying social, economic, ecological and institutional factors contributing to them. The analysis should address, to varying degrees as appropriate, the weekly health-related topics addressed throughout the course. Students will work in country-specific groups, and they will submit a group presentation. Building on this information students will develop an individual final paper, which deep dives into one aspect identified through the Situational Analysis. Detail about both assignments will be provided early in the semester.

Class participation. Consistent with the spirit of graduate education and the interactive nature of development practice, students are expected to participate fully in every class session. Your engagement in class discussion and activities, and evidence of having completed all readings and associated homework before each class will determine participation grade.

Grading scale

% Earned in class	94-100%	90-94%	87-90%	83-87%	80-83%	77-80%	73-77%	70-73%	65-70%	< 65%
Letter Grade	A	A-	B+	B	B-	C+	C	C	D	F

Translation of letter grades to grade points

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	WF	I	NG	S-U
Grade points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0.0	0.0	0.0	0.0	0.0

For greater detail on the meaning of letter grades and university policies related to them, see the Registrar’s Grade Policy regulations: <http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html>

For greater detail on the meaning of letter grades and university policies related to them, see the Registrar’s Grade Policy regulations: <http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html>

Topical Outline – SUBJECT TO CHANGE, please check one week before class via website (readings with an asterisk (*) are optional)

<u>Wk</u>	<u>Date</u>	<u>Topic</u>	<u>Readings</u>	<u>Assignment/ Notes</u>
1	Aug 26	Introduction to Course Introduction to Global Health	(Rosling and Fronti 2019) Intro and quiz	

		Ethics and Colonialism in Global Health	(Merson et al., 2012) Intro only (Büyüm et al. 2020) (Ruger 2006)	
	Sept 2	NO CLASS – LABOR DAY HOLIDAY		
2	Sept 09	Basics of Epidemiology Measuring Health Study Design and Assessment	(Murray and Lopez 2017) (Liu et al. 2016) (Hay et al. 2017) (Semba et al. 2008) (Steinhardt et al. 2019) (Ernst et al. 2009)	Exercise 1 assigned Due Sept 16 at 9:00 am
3	Sept 16	Health Systems and delivery	(Bollinger and Kruk 2016)* (Grabowsky et al. 2005) (Masiye, Chitah, and McIntyre 2010) (Chuma, Gilson, and Molyneux 2007)* (Chandramohan et al. 2007) (Dieleman et al. 2017)	EXERCISE 1 DUE
4	Sept 23	Health Behavior and Qualitative Methods	(Scrimshaw in Merson, Black, & Mills, 2012) (Ribera and Hausmann-Muela 2011) (Sori 2012) (I. M. Lee et al. 2012) (McMahon et al. 2011) (Kastner et al. 2017)	Exercise 2 assigned Due Sep 30th at 9:00 am
5	Sep 30	Gender and Women's Empowerment Tools: WELI and CCD	(McOmber, McNamara, and McKune 2022) (Jaquette 2017) (Pratley 2016) (Glennerster et al. 2018) (Malapit et al. 2019)	Take home mid-term assigned. Due Oct 14th at 9:00 am EXERCISE 2 DUE
Health and Development				
6	Oct 7	Environmental health WASH	Keusch et al, 2015 (DCP3) (Smith and Mehta 2003) (Eisenberg et al. 2012) (Mbuya and Humphrey 2016) (Burnett et al. 2018) (Humphrey et al. 2019)	
7	Oct 14	Nutrition Food and agricultural systems Tools: Anthropometry	(Schelling et al. 2005) (Iannotti et al. 2017) (Headey, Chiu, and Kadiyala 2012) (Black et al. 2008) (Willett et al. 2019) Torjeson, 2019 (Eaton et al. 2019)	MID TERM DUE
8	Oct 21	Demographic transition, Non-communicable disease, Migration and Conflict Tools: Life Tables, GIS	Joshi et al., 2015 (DCP3) (Lesthaeghe 2014) (Mayosi et al. 2009) (Dalal et al. 2011) (Stevens et al. 2008)	

			(Eisenberg et al. 2012) (Anglewicz 2012) (Fleischman et al. 2015)	
9	Oct 28	HIV/AIDS Tools: Rapid HIV tests	DCP2, Ch 18 (Quammen, 2012) (Hoosen M Coovadia, Nigel C Rollins, Ruth M Bland, Kirsty Little, Anna Coutsooudis, Michael L Bennish 2007) (Kidman et al. 2010) Wongkanya et al., 2018	Guest Lecture Dr. McKune
10	Nov 4	Mental Health Tool: ACES, MISP	(Munyandamutsa et al. 2012) (McMullen et al. 2012) (Patel et al. 2018) (Acharya et al. 2017) (Ho et al. 2019)	
	Nov 11 NO CLASS	Malaria, Land use change, Climate variability and health Tool: LandSat	(Lloyd, Sari Kovats, and Chalabi 2011) (Pienkowski et al. 2017)	Online asynchronous lecture
11	Nov 18	Maternal and Reproductive Health Tool: Sisterhood method	Gulmezoglu et al, 2015 (DCP3) Bhutta et al., 2015 (DCP3) (Filippi et al. 2006) (Miller 2010) (Jeffery and Jeffery 2010) (Rosato et al. 2008)	Final Individual Written Deliverable DUE
	Nov 25	NO CLASS- Thanksgiving		
12	Dec 02	Group Presentations		Group Country Situation Analysis Presentation DUE

Policy Related to Class Attendance and Behavior

Students are expected to attend all classes, but we know life happens and there might be instances in which you are not able to attend. Please let the instructors know if you will not be able to attend class as soon as possible. In the case of repeated absences (3 or more), the instructor will meet with the student to discuss the situation and may dismiss the student from the course, as repeated absences ultimately interfere with attainment of learning objectives. Personal issues with respect to class attendance or fulfillment of course requirements will be handled on an individual basis. Students are expected to be actively engaged and participating in the course through the online portal.

Policy Regarding Make-up Work

Students are expected to submit all assignments and to complete all take home exams on time. If timely submissions cannot occur, students should contact the course instructor to discuss options for completing the outstanding work. The instructor is not required to accept late submissions, regardless of when s/he is consulted. Students who do not contact the instructor regarding late work should expect to receive no credit for the assignment/exam.

Professionalism

As students pursuing a path in the health professions or public health, it is crucial to demonstrate professional behaviors that reflect integrity and commitment to the health of patients, fellow health

professionals, and to populations we serve. To accomplish this, a strong responsibility for the well-being of others must be evident in our decisions, along with accountability for our actions. Professionalism in the health disciplines requires adherence to high standards of conduct that begin long before graduation. This is particularly true during times of health emergencies such as the COVID pandemic, given our professional habits can have a direct impact upon the health of persons entrusted to us.

Expectations Regarding Course Behavior

Students are expected to be present and engaged in weekly class meetings. Students are expected to interact with mutual respect for each other, faculty, staff, and guests at all times.

We recognize that students who are caretakers are facing extraordinary challenges due to COVID-19. We also recognize that this may create attendance barriers. Please communicate with your instructor in advance, when feasible, about what accommodations may be required due to these demands. The instructor will work with students, within reason, to make accommodations that allow for the success of caretaker parents.

Academic Integrity

The University of Florida requires all members of its community to be honest in all endeavors. Cheating, plagiarism, and other acts diminish the process of learning. When students enroll at UF they commit themselves to honesty and integrity. Your instructor fully expects you to adhere to the academic honesty guidelines you signed when you were admitted to UF. As a result of completing the registration form at the University of Florida, every student has signed the following statement: *“I understand the University of Florida expects its students to be honest in all their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action up to and including expulsion from the University.”*

Furthermore, on work submitted for credit by UF students, the following pledge is either required or implied: *“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”* It is to be assumed all work will be completed independently unless the assignment is defined as group project, in writing by the professor. This policy will be vigorously upheld at all times in this course.

Plagiarism

Plagiarism is a serious violation of the [Student Honor Code](#). The Honor Code prohibits and defines plagiarism as follows: A student shall not represent as the student’s own work all or any portion of the work of another. Plagiarism includes (but is not limited to):

- A. Quoting oral or written materials, whether published or unpublished, without proper attribution.
- B. Submitting a document or assignment, which in whole or in part is identical or substantially identical to a document or assignment not authored by the student. (University of Florida, Student Honor Code, 15 Aug. 2007 <<http://www.dso.ufl.edu/judicial/honorcode.php>>)

University of Florida students are responsible for reading, understanding, and abiding by the entire [Student Honor Code](#). Violations of the Honor Code at the University of Florida will not be tolerated.
<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>
<http://gradschool.ufl.edu/students/introduction.html>

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

Important Tips: You should never copy and paste something from the Internet without providing the exact location from which it came, and the date it was accessed. Do not copy text verbatim from any source (including your own previous work) unless you show the text as a quote with complete attribution.

University policy suggests that instructors should impose a course grade penalty and report any incident of academic dishonesty to the Office of the Dean of Students. Study work may be tested for its originality against databases operated by anti-plagiarism guardian sites to which the University subscribes, and negative reports from such sites constitute proof of plagiarism.

Online Faculty Course Evaluation Process

“Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.”

SUPPORT SERVICES

Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, it is strongly recommended you register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class or as soon as you believe you might be eligible for accommodations. The Dean of Students Office will provide documentation of accommodations to you, which you must then give to me as the instructor of the course to receive accommodations. Please do this as soon as possible after you receive the letter. Accommodations are not retroactive, therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations.

Counseling and Student Health

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: <http://www.counseling.ufl.edu>. On line and in person assistance is available.
- You Matter We Care website: <http://www.umatter.ufl.edu/>. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: <https://shcc.ufl.edu/>
- Crisis intervention is always available 24/7 from:
Alachua County Crisis Center:
(352) 264-6789
<http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>

Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.

Inclusive Learning Environment

Public health and global development are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida's Non-Discrimination Policy, which reads, *"The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act."* If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: www.multicultural.ufl.edu

READINGS

- Acharya, Bibhav, Duncan Maru, Ryan Schwarz, David Citrin, Jasmine Tenpa, Soniya Hirachan, Madhur Basnet, et al. 2017. "Partnerships in Mental Healthcare Service Delivery in Low-Resource Settings: Developing an Innovative Network in Rural Nepal." *Globalization and Health*.
<https://doi.org/10.1186/s12992-016-0226-0>.
- Anglewicz, Philip. 2012. "Migration, Marital Change, and HIV Infection in Malawi." *Demography*.
<https://doi.org/10.1007/s13524-011-0072-x>.
- Baragatti, Meili, Florence Fournet, Marie Claire Henry, Serge Assi, Herman Ouedraogo, Christophe Rogier, and Gérard Salem. 2009. "Social and Environmental Malaria Risk Factors in Urban Areas of Ouagadougou, Burkina Faso." *Malaria Journal*. <https://doi.org/10.1186/1475-2875-8-13>.
- Black, Robert E, Lindsay H Allen, Zulfiqar A Bhutta, Laura E Caulfield, Mercedes de Onis, Majid Ezzati, Colin Mathers, and Juan Rivera. 2008. "Maternal and Child Undernutrition: Global and Regional Exposures and Health Consequences." *The Lancet* 371 (9608): 243–60. [https://doi.org/10.1016/S0140-6736\(07\)61690-0](https://doi.org/10.1016/S0140-6736(07)61690-0).
- Bollinger, Lori A., and Margaret E. Kruk. 2016. "Innovations to Expand Access and Improve Quality of Health Services." In *Disease Control Priorities, Third Edition (Volume 2): Reproductive, Maternal, Newborn, and Child Health*. https://doi.org/10.1596/978-1-4648-0348-2_ch15.
- Burnett, Richard, Hong Chen, Mieczyslaw Szyszkowicz, Neal Fann, Bryan Hubbell, C. Arden Pope, Joshua S. Apte, et al. 2018. "Global Estimates of Mortality Associated with Longterm Exposure to Outdoor Fine Particulate Matter." *Proceedings of the National Academy of Sciences of the United States of America*.
<https://doi.org/10.1073/pnas.1803222115>.
- Büyüm, Ali Murad, Cordelia Kenney, Andrea Koris, Laura Mkumba, and Yadurshini Raveendran. 2020. "Decolonising Global Health: If Not Now, When?" *BMJ Global Health* 5 (8): e003394.
<https://doi.org/10.1136/bmjgh-2020-003394>.
- Chandramohan, Daniel, Jayne Webster, Lucy Smith, Timothy Awine, Seth Owusu-Agyei, and Ilona Carneiro. 2007. "Is the Expanded Programme on Immunisation the Most Appropriate Delivery System for Intermittent Preventive Treatment of Malaria in West Africa?" *Tropical Medicine and International Health*.
<https://doi.org/10.1111/j.1365-3156.2007.01844.x>.
- Chuma, Jane, Lucy Gilson, and Catherine Molyneux. 2007. "Treatment-Seeking Behaviour, Cost Burdens and Coping Strategies among Rural and Urban Households in Coastal Kenya: An Equity Analysis." *Tropical Medicine and International Health*. <https://doi.org/10.1111/j.1365-3156.2007.01825.x>.
- Dalal, Shona, Juan Jose Beunza, Jimmy Volmink, Clement Adebamowo, Francis Bajunirwe, Marina Njelekela, Dariush Mozaffarian, et al. 2011. "Non-Communicable Diseases in Sub-Saharan Africa: What We Know Now." *International Journal of Epidemiology*. <https://doi.org/10.1093/ije/dyr050>.
- Dieleman, Joseph, Madeline Campbell, Abigail Chapin, Erika Eldrenkamp, Victoria Y. Fan, Annie Haakenstad, Jennifer Kates, et al. 2017. "Evolution and Patterns of Global Health Financing 1995-2014: Development Assistance for Health, and Government, Prepaid Private, and out-of-Pocket Health Spending in 184 Countries." *The Lancet*. [https://doi.org/10.1016/S0140-6736\(17\)30874-7](https://doi.org/10.1016/S0140-6736(17)30874-7).
- Eaton, Jacob C, Pamela Rothpletz-Puglia, Margaret R Dreker, Lora Iannotti, Chessa Lutter, Joyceline Kaganda, and Pura Rayco-Solon. 2019. "Effectiveness of Provision of Animal-Source Foods for Supporting Optimal Growth and Development in Children 6 to 59 Months of Age." *Cochrane Database of Systematic Reviews* 2019 (5). <https://doi.org/10.1002/14651858.CD012818.pub2>.
- Eisenberg, Joseph N.S., Jason Goldstick, William Cevallos, Gabriel Trueba, Karen Levy, James Scott, Bethany Percha, et al. 2012. "In-Roads to the Spread of Antibiotic Resistance: Regional Patterns of Microbial Transmission in Northern Coastal Ecuador." *Journal of the Royal Society Interface*.
<https://doi.org/10.1098/rsif.2011.0499>.
- Ernst, Kacey C., Kim A. Lindblade, David Koech, Peter O. Sumba, Dickens O. Kuwuor, Chandy C. John, and Mark L. Wilson. 2009. "Environmental, Socio-Demographic and Behavioural Determinants of Malaria Risk in the Western Kenyan Highlands: A Case-Control Study." *Tropical Medicine and International Health*. <https://doi.org/10.1111/j.1365-3156.2009.02370.x>.
- Filippi, Véronique, Carine Ronsmans, Oona MR Campbell, Wendy J. Graham, Anne Mills, Jo Borghi, Marjorie Koblinsky, and David Osrin. 2006. "Maternal Health in Poor Countries: The Broader Context

- and a Call for Action.” *Lancet*. [https://doi.org/10.1016/S0140-6736\(06\)69384-7](https://doi.org/10.1016/S0140-6736(06)69384-7).
- Fleischman, Yonina, Sarah S. Willen, Nadav Davidovitch, and Zohar Mor. 2015. “Migration as a Social Determinant of Health for Irregular Migrants: Israel as Case Study.” *Social Science and Medicine*. <https://doi.org/10.1016/j.socscimed.2015.10.046>.
- Glennerster, Rachel, Claire Walsh, Lucia Diaz-martin, FAO and The World Bank, Joseph Cook, Jane Kabubo-mariara, and Peter Kimuyu. 2018. “A Practical Guide to Measuring Women’s and Girls’ Empowerment in Impact Evaluations.” *J-Pal*.
- Grabowsky, Mark, Nick Farrell, William Hawley, John Chimumbwa, Stefan Hoyer, Adam Wolkon, and Joel Selanikio. 2005. “Integrating Insecticide-Treated Bednets into a Measles Vaccination Campaign Achieves High, Rapid and Equitable Coverage with Direct and Voucher-Based Methods.” *Tropical Medicine and International Health*. <https://doi.org/10.1111/j.1365-3156.2005.01502.x>.
- Hay, Simon I., Amanuel Alemu Abajobir, Kalkidan Hassen Abate, Cristiana Abbafati, Kaja M. Abbas, Foad Abd-Allah, Abdishakur M. Abdulle, et al. 2017. “Global, Regional, and National Disability-Adjusted Life-Years (DALYs) for 333 Diseases and Injuries and Healthy Life Expectancy (HALE) for 195 Countries and Territories, 1990-2016: A Systematic Analysis for the Global Burden of Disease Study 2016.” *The Lancet*. [https://doi.org/10.1016/S0140-6736\(17\)32130-X](https://doi.org/10.1016/S0140-6736(17)32130-X).
- Headey, Derek, Alice Chiu, and Suneetha Kadiyala. 2012. “Agriculture’s Role in the Indian Enigma: Help or Hindrance to the Crisis of Undernutrition?” *Food Security* 4 (1): 87–102.
- Hershey, Christine L, Shannon Doocy, Jamie Anderson, Christopher Haskew, Paul Spiegel, and William J Moss. 2011. “Incidence and Risk Factors for Malaria, Pneumonia and Diarrhea in Children under 5 in UNHCR Refugee Camps: A Retrospective Study.” *Conflict and Health*. <https://doi.org/10.1186/1752-1505-5-24>.
- Ho, Grace W.K., Athena C.Y. Chan, Wai Tong Chien, Daniel T. Bressington, and Thanos Karatzias. 2019. “Examining Patterns of Adversity in Chinese Young Adults Using the Adverse Childhood Experiences—International Questionnaire (ACE-IQ).” *Child Abuse and Neglect*. <https://doi.org/10.1016/j.chiabu.2018.11.009>.
- Hoosen M Coovadia, Nigel C Rollins, Ruth M Bland, Kirsty Little, Anna Coutsoydis, Michael L Bennish, Marie-Louise Newell. 2007. “Mother-to-Child Transmission of HIV-1 Infection during Exclusive Breastfeeding in the First 6 Months of Life: An Intervention Cohort Study.” *The Lancet*, 1107–16.
- Humphrey, Jean H., Mduduzi N.N. Mbuya, Robert Ntozini, Lawrence H. Moulton, Rebecca J. Stoltzfus, Naume V. Tavengwa, Kuda Mutasa, et al. 2019. “Independent and Combined Effects of Improved Water, Sanitation, and Hygiene, and Improved Complementary Feeding, on Child Stunting and Anaemia in Rural Zimbabwe: A Cluster-Randomised Trial.” *The Lancet Global Health*. [https://doi.org/10.1016/S2214-109X\(18\)30374-7](https://doi.org/10.1016/S2214-109X(18)30374-7).
- Iannotti, Lora L., Chessa K. Lutter, Christine P. Stewart, Carlos Andres Gallegos Riofrío, Carla Malo, Gregory Reinhart, Ana Palacios, et al. 2017. “Eggs in Early Complementary Feeding and Child Growth: A Randomized Controlled Trial.” *Pediatrics* 140 (1). <https://doi.org/10.1542/peds.2016-3459>.
- Jaquette, Jane S. 2017. “Women/Gender and Development: The Growing Gap Between Theory and Practice.” *Studies in Comparative International Development*. <https://doi.org/10.1007/s12116-017-9248-8>.
- Jeffery, Patricia, and Roger Jeffery. 2010. “Only When the Boat Has Started Sinking: A Maternal Death in Rural North India.” *Social Science and Medicine*. <https://doi.org/10.1016/j.socscimed.2010.05.002>.
- Kastner, Jasmine, Cecilia Milford, Cecilia Akatukwasa, Annet Kembabazi, and Jennifer Smit. 2017. “Implementing a Global Health Qualitative Research Study: Experiences of a Project Coordinator in Uganda.” *East African Health Research Journal* 1 (July): 113. <https://doi.org/10.24248/EHRJ-D-16-00343>.
- Keiser, Jennifer, Jürg Utzinger, Marcia Caldas De Castro, Thomas A. Smith, Marcel Tanner, and Burton H. Singer. 2004. “Urbanization in Sub-Saharan Africa and Implication for Malaria Control.” In *American Journal of Tropical Medicine and Hygiene*. <https://doi.org/10.4269/ajtmh.2004.71.118>.
- Kidman, Rachel, James A. Hanley, S. V. Subramanian, Geoff Foster, and Jody Heymann. 2010. “AIDS in the Family and Community: The Impact on Child Health in Malawi.” *Social Science and Medicine*. <https://doi.org/10.1016/j.socscimed.2010.05.027>.
- Lee, Bruce Y., and Leila A. Haidari. 2017. “The Importance of Vaccine Supply Chains to Everyone in the

- Vaccine World.” *Vaccine* 35 (35): 4475–79. <https://doi.org/10.1016/j.vaccine.2017.05.096>.
- Lee, I. Min, Eric J. Shiroma, Felipe Lobelo, Pekka Puska, Steven N. Blair, Peter T. Katzmarzyk, Jasem R. Alkandari, et al. 2012. “Effect of Physical Inactivity on Major Non-Communicable Diseases Worldwide: An Analysis of Burden of Disease and Life Expectancy.” *The Lancet*. [https://doi.org/10.1016/S0140-6736\(12\)61031-9](https://doi.org/10.1016/S0140-6736(12)61031-9).
- Lesthaeghe, Ron. 2014. “The Second Demographic Transition: A Concise Overview of Its Development.” *Proceedings of the National Academy of Sciences of the United States of America*. <https://doi.org/10.1073/pnas.1420441111>.
- Liu, Li, Shefali Oza, Dan Hogan, Yue Chu, Jamie Perin, Jun Zhu, Joy E. Lawn, Simon Cousens, Colin Mathers, and Robert E. Black. 2016. “Global, Regional, and National Causes of under-5 Mortality in 2000–15: An Updated Systematic Analysis with Implications for the Sustainable Development Goals.” *The Lancet*. [https://doi.org/10.1016/S0140-6736\(16\)31593-8](https://doi.org/10.1016/S0140-6736(16)31593-8).
- Lloyd, Simon J., R. Sari Kovats, and Zaid Chalabi. 2011. “Climate Change, Crop Yields, and Undernutrition: Development of a Model to Quantify the Impact of Climate Scenarios on Child Undernutrition.” *Environmental Health Perspectives*. <https://doi.org/10.1289/ehp.1003311>.
- Malapit, H., A. Quisumbing, Ruth Meinzen-Dick, Greg Seymour, Elena M. Martinez, Jessica Heckert, Deborah Rubin, Ana Vaz, and Kathryn M. Yount. 2019. “Development of the Project-Level Women’s Empowerment in Agriculture Index (pro-WEAI).” *World Development*. <https://doi.org/10.1016/j.worlddev.2019.06.018>.
- Masiye, Felix, Bona M. Chitah, and Diane McIntyre. 2010. “From Targeted Exemptions to User Fee Abolition in Health Care: Experience from Rural Zambia.” *Social Science and Medicine*. <https://doi.org/10.1016/j.socscimed.2010.04.029>.
- Mayosi, Bongani M., Alan J. Flisher, Umesh G. Lalloo, Freddy Sitas, Stephen M. Tollman, and Debbie Bradshaw. 2009. “The Burden of Non-Communicable Diseases in South Africa.” *The Lancet*. [https://doi.org/10.1016/S0140-6736\(09\)61087-4](https://doi.org/10.1016/S0140-6736(09)61087-4).
- Mbuya, Mduduzi N.N., and Jean H. Humphrey. 2016. “Preventing Environmental Enteric Dysfunction through Improved Water, Sanitation and Hygiene: An Opportunity for Stunting Reduction in Developing Countries.” *Maternal and Child Nutrition* 12: 106–20. <https://doi.org/10.1111/mcn.12220>.
- McMahon, Shannon A., Peter J. Winch, Bethany A. Caruso, Emily A. Ogutu, Imelda A. Ochari, and Richard D. Rheingans. 2011. “‘The Girl with Her Period Is the One to Hang Her Head’ Reflections on Menstrual Management among Schoolgirls in Rural Kenya.” *BMC International Health and Human Rights*. <https://doi.org/10.1186/1472-698X-11-7>.
- McMullen, John D., Paul S. O’Callaghan, Justin A. Richards, John G. Eakin, and Harry Rafferty. 2012. “Screening for Traumatic Exposure and Psychological Distress among War-Affected Adolescents in Post-Conflict Northern Uganda.” *Social Psychiatry and Psychiatric Epidemiology*. <https://doi.org/10.1007/s00127-011-0454-9>.
- McOmber, Chesney, Katharine McNamara, and Sarah L. McKune. 2022. “Community Concept Drawing: A Participatory Visual Method for Incorporating Local Knowledge into Conceptualization.” *Field Methods* 34 (2): 163–80. <https://doi.org/10.1177/1525822X211014736>.
- Merson, Michael H., Robert Black, and Anne Mills. 2012. *Global Health: Diseases, Programs, Systems, and Policies. Health Policy and Planning*.
- Miller, Grant. 2010. “Contraception as Development? New Evidence from Family Planning in Colombia.” *Economic Journal*. <https://doi.org/10.1111/j.1468-0297.2009.02306.x>.
- Munyandamutsa, Naasson, Paul Mahoro Nkubamugisha, Marianne Gex-Fabry, and Ariel Eytan. 2012. “Mental and Physical Health in Rwanda 14 Years after the Genocide.” *Social Psychiatry and Psychiatric Epidemiology*. <https://doi.org/10.1007/s00127-012-0494-9>.
- Murray, Christopher J.L., and Alan D. Lopez. 2017. “Measuring Global Health: Motivation and Evolution of the Global Burden of Disease Study.” *The Lancet*. [https://doi.org/10.1016/S0140-6736\(17\)32367-X](https://doi.org/10.1016/S0140-6736(17)32367-X).
- Patel, Vikram, Shekhar Saxena, Crick Lund, Graham Thornicroft, Florence Baingana, Paul Bolton, Dan Chisholm, et al. 2018. “The Lancet Commission on Global Mental Health and Sustainable Development.” *The Lancet*. [https://doi.org/10.1016/S0140-6736\(18\)31612-X](https://doi.org/10.1016/S0140-6736(18)31612-X).
- Patz, Jonathan A., Sarah H. Olson, Christopher K. Uejio, and Holly K. Gibbs. 2008. “Disease Emergence

- from Global Climate and Land Use Change.” *Medical Clinics of North America*.
<https://doi.org/10.1016/j.mcna.2008.07.007>.
- Pienkowski, Thomas, Borame Lee Dickens, Haoyang Sun, and Luis Roman Carrasco. 2017. “Empirical Evidence of the Public Health Benefits of Tropical Forest Conservation in Cambodia: A Generalised Linear Mixed-Effects Model Analysis.” *The Lancet Planetary Health*. [https://doi.org/10.1016/S2542-5196\(17\)30081-5](https://doi.org/10.1016/S2542-5196(17)30081-5).
- Pratley, Pierre. 2016. “Associations between Quantitative Measures of Women’s Empowerment and Access to Care and Health Status for Mothers and Their Children: A Systematic Review of Evidence from the Developing World.” *Social Science and Medicine*. <https://doi.org/10.1016/j.socscimed.2016.08.001>.
- Ribera, Joan Muela, and Susanna Hausmann-Muela. 2011. “The Straw That Breaks the Camel’s Back Redirecting Health-Seeking Behavior Studies on Malaria and Vulnerability.” *Medical Anthropology Quarterly*. <https://doi.org/10.1111/j.1548-1387.2010.01139.x>.
- Rosato, Mikey, Glenn Laverack, Lisa Howard Grabman, Prasanta Tripathy, Nirmala Nair, Charles Mwansambo, Kishwar Azad, et al. 2008. “Community Participation: Lessons for Maternal, Newborn, and Child Health.” *The Lancet*. [https://doi.org/10.1016/S0140-6736\(08\)61406-3](https://doi.org/10.1016/S0140-6736(08)61406-3).
- Rosling, Hans, and Sans Frontiers. 2019. “Factfulness.” *Journal of International Studies*.
- Ruger, J. P. 2006. “Ethics and Governance of Global Health Inequalities.” *Journal of Epidemiology & Community Health* 60 (11): 998–1002. <https://doi.org/10.1136/jech.2005.041947>.
- Schelling, E., S. Daoud, D. M. Daugla, P. Diallo, M. Tanner, and J. Zinsstag. 2005. “Morbidity and Nutrition Patterns of Three Nomadic Pastoralist Communities of Chad.” *Acta Tropica*.
<https://doi.org/10.1016/j.actatropica.2005.03.006>.
- Semba, Richard D., Saskia de Pee, Kai Sun, Mayang Sari, Nasima Akhter, and Martin W. Bloem. 2008. “Effect of Parental Formal Education on Risk of Child Stunting in Indonesia and Bangladesh: A Cross-Sectional Study.” *The Lancet*. [https://doi.org/10.1016/S0140-6736\(08\)60169-5](https://doi.org/10.1016/S0140-6736(08)60169-5).
- Silva-Nunes, Mônica Da, Cláudia T. Codeço, Rosely S. Malafronte, Natal S. Da Silva, Camila Juncansen, Pascoal T. Muniz, and Marcelo U. Ferreira. 2008. “Malaria on the Amazonian Frontier: Transmission Dynamics, Risk Factors, Spatial Distribution, and Prospects for Control.” *American Journal of Tropical Medicine and Hygiene*. <https://doi.org/10.4269/ajtmh.2008.79.624>.
- Smith, Kirk R., and Sumi Mehta. 2003. “The Burden of Disease from Indoor Air Pollution in Developing Countries: Comparison of Estimates.” *International Journal of Hygiene and Environmental Health*.
<https://doi.org/10.1078/1438-4639-00224>.
- Sori, Assefa Tolera. 2012. “Poverty, Sexual Experience and HIV Vulnerability Risks: Evidence from Addis Ababa, Ethiopia.” *Journal of Biosocial Science*. <https://doi.org/10.1017/S0021932012000193>.
- Steinhardt, Laura C., Don P. Mathanga, Dyson Mwandama, Humphreys Nsona, Dubulao Moyo, Austin Gumbo, Miwako Kobayashi, et al. 2019. “The Effect of Text Message Reminders to Health Workers on Quality of Care for Malaria, Pneumonia, and Diarrhea in Malawi: A Cluster-Randomized, Controlled Trial.” *American Journal of Tropical Medicine and Hygiene*. <https://doi.org/10.4269/ajtmh.18-0529>.
- Stevens, Gretchen, Rodrigo H. Dias, Kevin J.A. Thomas, Juan A. Rivera, Natalie Carvalho, Simón Barquera, Kenneth Hill, and Majid Ezzati. 2008. “Characterizing the Epidemiological Transition in Mexico: National and Subnational Burden of Diseases, Injuries, and Risk Factors.” *PLoS Medicine*.
<https://doi.org/10.1371/journal.pmed.0050125>.
- Vearey, Joanna, Ingrid Palmay, Liz Thomas, Lorena Nunez, and Scott Drimie. 2010. “Urban Health in Johannesburg: The Importance of Place in Understanding Intra-Urban Inequalities in a Context of Migration and HIV.” *Health and Place*. <https://doi.org/10.1016/j.healthplace.2010.02.007>.
- Willett, Walter, Johan Rockström, Brent Loken, Marco Springmann, Tim Lang, Sonja Vermeulen, Tara Garnett, et al. 2019. “Food in the Anthropocene: The EAT–Lancet Commission on Healthy Diets from Sustainable Food Systems.” *The Lancet*. [https://doi.org/10.1016/S0140-6736\(18\)31788-4](https://doi.org/10.1016/S0140-6736(18)31788-4).