

Faculty of Health Sciences
American University of Beirut

PBHL 305

Contemporary issues in Public Health seminar, section 01

Spring Semester, Academic Year 2019-2020

[0 credits]

Course instructor and contact details

Esteban Hadjez B., MD, MSc, PhD.

Office 301-E, Van Dyck Building, AUB (ext. 4677)

eh38@aub.edu.lb – Office hours by appointment.

Class time and venue

Monday, 14.00 to 14.50 | Van Dyck Building, room 103.

Course description

The seminar provides a platform to discuss contemporary issues in public health. Students integrate previously acquired knowledge and skills into analyzing local, regional, or global contemporary issues and their impact on public health and the environment. Course content will vary each year in light of salient issues and student interests. Students are expected to be active learners and to participate in the selection of relevant academic articles/media resources, and to facilitate class discussions.

Prerequisites: Completion of all core and at least three concentration courses.

Course Learning Objectives (LOs)

By the end of the course, students will be able to:

1. Analyze local, regional, and global contemporary issues and their impact on public health and the environment.
2. Apply critical thinking in evaluating social, political, and economic determinants and the ways in which they contribute to public health and health inequities.
3. Explain the critical importance of evidence in advancing public health knowledge.
4. Engage in multidisciplinary discussions with participants from different public health concentrations.
5. Analyze the determinants of and possible solutions for a public health problem through an ethics lens.

Course Foundational Learning Objectives (LOs)

By the end of the course, students will be able to:

1. CEPH 1. Explain public health history, philosophy and values.
2. CEPH 6. Explain the critical importance of evidence in advancing public health knowledge.
3. CEPH 7. Explain the effects of environmental factors on a population's health.
4. CEPH 10. Explain the social, political and economic determinants of health and how they contribute to population health and health inequities.
5. CEPH 11. Explain how globalization affects global burdens of disease.

Course requirements

Students should read the relevant course material prior to class to enable informed discussion and to participate in class learning activities. Students are requested to come to class with questions pertaining to the readings and should be prepared to be called on to share these questions for discussion. Students are strongly encouraged to participate in class activities by expressing their views in class informed by the course reading material, and any other material that students consider pertinent. Participation in class work is an essential component of the learning process and will also help the course instructors in assessing general understanding of course material. Participation is part of the final grade. Moodle is an on-line course management system. To access the course, students login through Moodle [<http://moodle.aub.edu.lb>] and need to check Moodle regularly for updates on class sessions.

Students evaluation

Students will be evaluated on the following:

1. Participation and contribution to class activities. As previously mentioned, it is expected that students contribute to class activities through the revision of reading material, the elaboration of questions, and their participation in collective discussions, expressing their opinions about the content and perspectives of the course.
2. Active participation in Moodle forums. Students are expected to contribute on a regular basis (once every two weeks) to guided discussions on Moodle. The guided discussions will be evaluated individually. Online contributions should not be descriptive; instead, they will be assessed qualitatively based on level of analysis and synthesis. The contributions are also expected to be well-written.
3. Class facilitation. Each student will facilitate seminar discussion once during the semester. Facilitation includes: 1) identifying relevant readings, or other multimedia sources, on the selected local, regional, or global issue; and 2) engaging students in an active discussion about the issue's impact on public health and the environment. Facilitators may need to read beyond the assigned article and can be creative.

Assessment	Percent	Learning Objectives (LOs)
Contribution to class activities	30	LOs 1 to 4.
Active participation in Moodle forums	30	LOs 1, 2, 3 and 5
Class facilitation	40	LOs 1 to 5

AUB/FHS policies

Attendance

The instructors will take attendance regularly. The Rules and Regulations of the University stipulate that students cannot miss more than 1/5 of the sessions in the first ten weeks of any one course. Otherwise, he/she can be dropped from the course by the instructor without warning and will receive a grade of W.

Academic integrity

Education is demanding and time management to complete the assigned course requirements is essential. Do not hesitate to use the resources available to students in the University [Libraries, Writing Center, and Academic Computing]. Cheating and plagiarism will not be tolerated. It is the student's responsibility to become familiar with the Student Code of Conduct. If you are in doubt as to what constitutes plagiarism, ask your instructor. AUB has a strict anti-cheating and anti-plagiarism policy. Penalties include: a zero on the assignment in question, suspension or expulsion from University and a record of the disciplinary action in the student's file.

Students with disabilities

AUB strives to make learning experiences as accessible as possible. If you anticipate or experience academic barriers due to a disability (including mental health, chronic or temporary medical conditions), please inform us immediately so that we can privately discuss options. In order to help establish reasonable accommodations and facilitate a smooth accommodations process, you are encouraged to contact the Accessible Education Office: accessibility@aub.edu.lb; +961-1-350000, x3246; West Hall, 314.

Non-Discrimination – Title IX – AUB

AUB is committed to facilitating a campus free of all forms of discrimination including sex/gender-based harassment prohibited by Title IX. The University's non-discrimination policy applies to, and protects, all students, faculty, and staff. If you think you have experienced discrimination or harassment, including sexual misconduct, we encourage you to tell someone promptly. If you speak to a faculty or staff member about an issue such as harassment, sexual violence, or discrimination, the information will be kept as private as possible, however, faculty and designated staff are required to bring it to the attention of the University's Title IX Coordinator. Faculty can refer you to fully confidential resources, and you can find information and contacts at www.aub.edu.lb/titleix. To report an incident, contact the University's Title IX Coordinator Ms. Mitra Tauk at 01-350000 ext. 2514, or titleix@aub.edu.lb. An anonymous report may be submitted online via EthicsPoint at www.aub.ethicspoint.com.

Proposed course outline

Date	Topic	Readings	Learning objectives
Jan 27	Introduction to the course	No bibliography.	LOs 1 and 5
Feb 03	Economic context in the MENA region.	Kadri, A. (2014). A depressive pre-Arab uprisings economic performance. In F. Gerges, <i>The New Middle East, protest and revolution in the Arab world</i> . Cambridge: Cambridge University Press.	LOs 1 and 5
Feb 10	Gender inequalities in Arab countries	Al Ali, N. (2012). Gendering the Arab spring. <i>Middle East Journal of Culture and Communication</i> , 5: 26 – 31.	LOs 1, 2, and 5
Feb 17	Society and working conditions of the Arab people	Bayat, A. (2013). The poor and the perpetual pursuit of life chances. In A. Bayat, <i>Life as politics. How ordinary people change the Middle East</i> . Stanford: Stanford University Press.	LOs 1 and 5
Feb 24	Migration and armed conflict in the region	Jaber, H. (2015). Neighbouring states. <i>Le Monde Diplomatique, (English edition)</i> , October 2015.	LOs 1, 2, and 5
Mar 02	Environmental issues in Northern Africa	Jurdi, M., Fayad, R., and El Zein A. (2012). Environmental degradation: the challenge of sustaining life. In S. Jabbour, R. Giacaman, M. Khawaja, and I. Nuwayhid, <i>Public Health in the Arab World</i> . Cambridge: Cambridge University Press.	LOs 1, 2 and 5
Mar 09	Health systems in the MENA region	Siddiqi, S., and Jabbour, S. (2012). Health system governance. In S. Jabbour, R. Giacaman, M. Khawaja, and I. Nuwayhid, <i>Public Health in the Arab World</i> . Cambridge: Cambridge University Press.	LOs 1 to 5
Mar 16	Health systems and universal health coverage	Sabri, B., El Idrisi, D., Mataria, A. (2012). Health System financing: the bottleneck of the right to health. In S. Jabbour, R. Giacaman, M. Khawaja, and I. Nuwayhid, <i>Public Health in the Arab World</i> . Cambridge: Cambridge University Press.	LOs 1, 2 and 5
Mar 23	Health workers and the Arab uprisings	El Jardali, F., Longuenesse, E., Jamal, D., and Kronfol, N. (2012). The public health workforce and human resources for health. In S. Jabbour, R. Giacaman, M. Khawaja, and I. Nuwayhid, <i>Public Health in the Arab World</i> . Cambridge: Cambridge University Press.	LOs 1 to 5
Mar 30	Violence and Public Health	Zizek, S. (2008). <i>Violence</i> [introduction, chapters 1 and 2]. New York: Picador.	LOs 1, 4 and 5
Apr 06	Social Movements and Public Health	Barker, C. (2013). Class struggle and social movements. In C. Baker, Cox, L., Krinsky, J., and Gunvald, A. <i>Marxism and Social Movements</i> . Leiden: Brill.	LOs 1, 4 and 5
Apr 13	Health Promotion in times of conflict	No bibliography.	LOs 1 to 5
Apr 20	A dialectic approach to Public Health	No bibliography.	LOs 1 to 5