

M2191.001500 Global Health Seminar - Module 001 (1-credit)

Boundaries and Differences in Global Health

Fall 2026

Day and Time: Wednesday (15:00-17:50)

Classroom: Room 429, Building 221

Office Hour: Room 427, Building 221 (by appointment)

Instructor

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Course description

In recent years, the scope of global health has expanded rapidly, and interest in the field has grown, driven by globalization, shifting geopolitical dynamics, the climate crisis, technological advancements, and the emergence of new infectious diseases (e.g., the COVID-19 pandemic), among other factors. This course addresses advanced topics and recent trends in the field of global health, focusing on cross-cutting issues that go beyond those covered in the introductory global health course (i.e., "Global Health") and that call for deeper reflection on the meaning of boundaries and differences. Through the lenses of culture and ethnicity, gender, disability, and refugee health, the course examines how boundaries and differences shape health needs, risks, and access across diverse populations. It gives particular attention to the perspectives and lived experiences of marginalized and underserved groups. Building on these perspectives, the course invites students to critically reflect on how such boundaries and differences can be understood and addressed to advance equity in global health.

Learning objectives

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

- Identify key cross-cutting issues of culture, gender, disability, and refugee health.
- Understand how boundaries and differences shape health needs and access.
- Examine the experiences of marginalized groups in global health.
- Critically reflect on boundaries and differences in global health inequities.

Course format

- This is an intermediate-level seminar course that explores advanced topics and cross-cutting issues in global health.
- This course (Module 001) is a 1-credit hour course focused on the subject of boundaries and differences in global health, and part of the Global Health Seminar Course consisting of a total of three modules (Module 001, 002, and 003). Students may enroll in one or more of the modules that make up the Global Health Seminar course in any combination.
- The first session of the course will be an introductory lecture by the instructor, providing an overview of the main themes and key subjects.
- The subsequent sessions will be a blend of student-led activities, including critical article presentations and discussions, as well as essay presentations. Each session will conclude with a short lecture from the instructor, who will provide key takeaways and concluding remarks.

Prerequisite (*not mandatory, but recommended*)

- Global Health (902.618B)
- Students who have not taken the Global Health course will be assigned additional introductory readings on global health before Session 1 of each module.

Course/Module materials

There is no required textbook for this course. The required (and/or supplementary) readings for each subject's assignments are listed in the detailed Course Schedule of this document. All of the readings will be posted on the eTL site ahead of time for each session.

Course/Module requirements

Attendance

- Students are expected to attend all classes. In case of an unavoidable absence, students should inform the instructor ahead of time.

Reading assignments

- All students are expected to complete all reading materials before attending class.

Quiz tests

- For some sessions, the first 5 minutes will be used to assess students' understanding of the key reading material(s) through graded quiz questions. Readings for a quiz are marked with a sharp (#).

Short essay

- For each session, one short essay question on the key aspects of the session topic will be released ahead of class.
- Students should answer the question in a short essay format (about 1 page per question) and submit their essay through eTL by noon on the day of class. *A late penalty will be applied to all late submissions.*

Critical appraisal of book chapters/articles

- For each session, two to four required readings will be assigned for student presentations. These readings are marked with asterisks: a single asterisk (*) for basic

materials and a double asterisk (**) for applied materials.

- Pre-assigned students should submit their PPT slides (on eTL), including a summary of the assigned article along with 2–3 discussion questions, by noon on the day of class. *A late penalty will be applied to all late submissions.*
- These students will then present the assigned article and lead the class discussion.

Class participation

- Students are expected to actively participate in class discussion.

Assessment of performance

- **Each module is worth a total of 100 points.** Grading will be based on the following performance criteria:
 - Attendance: 10
 - Class participation: 10
 - Quiz: 10
 - Short essays: 50 (four essays per module, 10 points each → to be rescaled to 50)
 - Critical appraisal: 20 (two presentations per student per module, 10 points each)
 - ✧ Each presentation will be assessed by the instructor and fellow students using the following rubric, and the resulting scores will be averaged:
 - Provided a good summary of the article: 2 points
 - Correctly captured the critical points of the article: 2 points
 - Made connections between the session topic and the article during presentation: 2 points
 - Provided relevant discussion questions: 2 points
 - Led class discussion well: 2 points
 - ✧ Presentations will be evaluated by both the instructor and peer students. The final score is the average of the instructor's and peer students' average scores.
- Final letter grades will be assigned according to the following scale:
 - A = 86-100
 - B = 76-85
 - C = 60-75

At-a-Glance Course Calendar

Session (Date)	Topic	Quiz	Short essay	Critical appraisal
Session 1 (9/2/26)	Introduction - Boundaries and differences in global health		--	--
Session 2 (9/9/26)	Culture and ethnicity	O	O	O
Session 3 (9/16/26)	Gender and global health	O	O	O
Session 4 (9/23/26)	Disabilities in global perspectives	O	O	O
Session 5 (9/30/26)	Refugee health		O	O

Detailed Course Schedule

Session 1	Introduction - Boundaries and differences in global health	9/2/26
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Topics:

- Course and module overview/administration
- A very brief overview of global health
- Geographical boundaries and global health
- Differences in cultural norms, gender roles, physical abilities, ethnicity and nationality and their impact on global health

Reading assignments:

Parker R. Stigma, prejudice and discrimination in global public health. *Cad Saude Publica* 2012;28(1):164-169.

Diaz A, Baweja R, Bonatakis JK, Baweja R. Global health disparities in vulnerable populations of psychiatric patients during the COVID-19 pandemic. *World J Psychiatry* 2021;11(4):94-108.

Supplementary readings (optional):

Ba M, Gebremedhin LT, Masako P, Msigallah F, Kone KE, Baird TL. Diversity and solidarity in global health. *Lancet Glob Health* 2021;9(4):e391-e392.

Abimbola S, Pai M. Will global health survive its decolonisation? *Lancet* 2020;396(10263):1627-1628.

Session 2	Culture and ethnicity	9/9/26
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Topics:

- Understanding culture in the context of global health
- Cultural influences on the consequence of health interventions
- Consideration of culture in global health research

Reading assignments:

**Skolnik R. Chapter 6. Culture and Health. In: *Global Health 101* (Fourth Ed.), Jones & Bartlett Learning, 2021:165-186.

**Ranabhat C, Kim CB, Choi EH, Aryal A, Park MB, Doh YA. Chhaupadi culture and reproductive health of women in Nepal. *Asia Pacific Journal of Public Health* 2015;27:785-95.

****Schaffnit SB, Urassa M, Wamoyi J, Dardoumpa M, Lawson DW. "I have never seen something like that": discrepancies between lived experiences and the global health concept of child marriage in northern Tanzania. *PLoS One* 2021;16(4): e0249200.**

Supplementary readings (optional):

Al-Bannay H, Jarus T, Jongbloed L, Yazigi M, Dean E. Culture as a variable in health research: perspectives and caveats. *Health Promotion International* 2014;29:549-557.

Airhihenbuwa CO, Iwelunmor J, Munodawafa D, Ford CL, Oni T, Agyemang C, Mota C, Ikuomola OB, Simbayi L, Fallah MP, Qian Z. Culture matters in communicating the global response to COVID-19. *Preventing Chronic Disease* 2020;17:1-8.

Ibeneme S, Eni G, Ezuma A, Fortwengel G. Roads to health in developing countries: understanding the intersection of culture and healing. *Current Therapeutic Research* 2017;86:13-18.

Obrist B, Van Eeuwijk P. Medical anthropology in, of, for and with Africa: three hotspots. *Medical Anthropology* 2020;1-12.

Hammoudeh D, Coast E, Lewis D, van der Meulen Y, Leone T, Giacaman R. Age of despair or age of hope? Palestinian women's perspectives on midlife health. *Social Science & Medicine* 2017;184:108-15.

Olusanya BO. Dismantling structural discrimination in global health. *JAMA Pediatr.* 2021;175(10):993-994.

Recommended books for further study:

C. 레비-스트로스 저, 박옥줄 역, 『슬픈 열대』, 서울: 한길사, 1998.

권숙인 외 역, 『현대문화인류학 : 인간과 문화에 대한 열일곱 가지 주제들』, 형설출판사, 2018.

Session 3	Gender and global health	9/16/26
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Topics:

- The role of gender in health
- Gender inequalities in global health
- Root causes of gender inequity in health

Reading assignments:

#*Heise L, Greene ME, Oppen N, et al. Gender inequality and restrictive gender norms: framing the challenges to health *Lancet* 2019;393(10189):2440-2454.

**Cislaghi B, Weber AM, Gupta GR, Darmstadt GL. Gender equality and global health: intersecting political challenges. *J Glob Health* 2020;10(1):010701.

** Wood SN, Milkovich R, Thiongo M, et al. Product-access challenges to menstrual health throughout the COVID-19 pandemic among a cohort of adolescent girls and young women in Nairobi, Kenya. *EClinicalMedicine* 2022;49:101482.

Supplementary readings (optional):

Levy JK, Darmstadt GL, Ashby C, et al. Characteristics of successful programmes targeting gender inequality and restrictive gender norms for the health and wellbeing of children, adolescents, and young adults: a systematic review. *Lancet Glob Health* 2020;8(2):e225-e236.

Connell R. Gender, health and theory: Conceptualizing the issue, in local and world perspective. *Social Science & Medicine* 2012;74:1675-1683.

Davies SE, Bennett B. A gendered human rights analysis of Ebola and Zika: locating gender in global health emergencies. *International Affairs* 2016;92(5):1041–1060.

Hawkes S, Buse K. Gender and global health: evidence, policy, and inconvenient truths. *Lancet* 2013;381:1783-1787.

Vahedi L, Bartels SA, Lee S. 'Even peacekeepers expect something in return': A qualitative analysis of sexual interactions between UN peacekeepers and female Haitians. *Glob Public Health* 2021;16(5):692-705.

World Economic Forum, Global Gender Gap Report 2022. 2022.

Cook RJ. Women's health and human rights: the promotion and protection of women's health through international human rights law. World Health Organization, Geneva, 1994.

Sen G, Östlin P, George A. Unequal, unfair, ineffective and inefficient gender inequity in health: why it exists and how we can change it: a synthesis of the WHO Women and Gender Equity Knowledge Network final report. *Antigonish, NS: National Collaborating Centre for Determinants of Health* 2008;34.

Logie CH, Perez-Brumer A, Parker R. The contested global politics of pleasure and danger: sexuality, gender, health and human rights. *Glob Public Health* 2021;16(5):651-663.

Recommended books for further study:

니콜라스 크리스토프, 세릴 우던 저, 방영호 옮김, 『절망 너머 희망으로』, 에이지21, 2010.

Session 4	Disabilities in global perspectives	9/23/26
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Topics:

- A global picture of disabilities
- Health issues of persons with disabilities in LMICs
- Health inequity of disabilities
- Developing global health interventions and policies for disabilities

Reading assignments:

#*World Health Organization. Health equity for persons with disabilities: Guide for action. Geneva: World Health Organization, 2024 (pp.1-50).

*Eide AH, Braathen SH. Disability and equity in global health. *Journal of Norwegian Medical Association* 2017. doi: 10.4045/tidsskr.17.0649.

**Scully JL. Disability, disablism, and COVID-19 pandemic triage. *J Bioeth Inq* 2020;17(4):601-605.

Supplementary readings (optional):

World Health Organization. Disability considerations during the COVID-19 outbreak. 2020.

Cieza A, Kamenov K, Sanchez MG, et al. Disability in children and adolescents must be integrated into the global health agenda [published correction appears in BMJ. 2021 Mar 19;372:n773]. *BMJ* 2021;372:n9.

한국국제협력단. 장애포괄적 개발협력 추진방안 연구. 성남: 한국국제협력단. 2017.

Bright T, Wallace S, Kuper H. A systematic review of access to rehabilitation for people with disabilities in low-and middle-income countries. *International Journal of Environmental Research and Public Health* 2018;15.

Groce N, Bailey N, Lang R, Trani JF, Kett M. Water and sanitation issues for persons with disabilities in low-and middle-income countries: a literature review and discussion of implications for global health and international development. *Journal of Water and Health* 2011;9:617-627.

Jesus TS, Landry MD, Hoenig H. Global need for physical rehabilitation: systematic analysis from the Global Burden of Disease Study 2017. *International Journal of Environmental Research and Public Health* 2019;16.

Casebolt MT. Barriers to reproductive health services for women with disability in low-and middle-income countries: A review of the literature. *Sexual & Reproductive Healthcare* 2020;24:100485.

Gudlavalleti VSM. Challenges in accessing health care for people with disability in the south Asian context: a review. *International journal of environmental research and public health* 2018;15:2366.

Zaunda H, Holm RH, Itimu-Phiri A, Malota M, White S. A qualitative assessment of disability friendly water and sanitation facilities in primary schools, Rumphu, Malawi. *Development Southern Africa* 2018;35:760-73.

Recommended books for further study:

김원영 저, 『실격당한 자들을 위한 변론』, 파주: 사계절, 2018.

장애여성공감 저, 『어쩌면 이상한 몸: 장애여성의 노동, 관계, 고통, 쾌락에 대하여』, 파주: 오월의봄, 2018.

크리스티아나 크리스티안센, 시모 베마스, 톰 셰익스피어 역음, 김도현 옮김, 『철학, 장애를 논하다: 메를로-퐁티와 롤스에서 호네트와 아감벤까지』, 서울: 그린비, 2020.

Session 5	Refugee health	9/30/26
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Topics:

- Definition of refugees and migrants
- The vulnerability of migrant and refugee populations in health
- Current challenges in improving health of refugees and migrants
- Recent trends in research on refugee/migrant health

Reading assignments:

* WHO global action plan on promoting the health of refugees and migrants, 2019–2030. Geneva: World Health Organization; 2024.

**Abbas M, Aloudat T, Bartolomei J, Carballo M, Durieux-Paillard S, Gabus L et al. Migrant and refugee populations: a public health and policy perspective on a continuing global crisis. *Antimicrobial Resistance & Infection Control* 2018;7:1-11.

**McMorrow S, Saksena J. Voices and views of Congolese refugee women: a qualitative exploration to inform health promotion and reduce inequities. *Health Education & Behavior* 2017;44:769-80.

Supplementary readings (optional):

Hossin MZ. International migration and health: it is time to go beyond conventional theoretical frameworks. *BMJ Glob Health* 2020;5(2):e001938.

Matlin SA, Karadag O, Brando CR, et al. COVID-19: Marking the gaps in migrant and refugee health in some massive migration areas. *Int J Environ Res Public Health* 2021;18(23):12639.

Abubakar I, Zumla A. Universal health coverage for refugees and migrants in the twenty-first century. *BMC Medicine* 2018;16:216.

Bentley JA, Mohamed F, Feeny N, Ahmed LB, Musa K, Tubeec AM, Angula D, Egeh MH, Zoellner L. Local to global: Somali perspectives on faith, community, and resilience in response to COVID-19. *Psychological Trauma: Theory, Research, Practice, and Policy* 2020;12:S261-3.

Sheath D, Flahault A, Seybold J, Saso L. Diverse and complex challenges to migrant and refugee mental health: reflections of the M8 alliance expert group on migrant health. *International Journal of Environmental Research and Public Health* 2020;17:1-10.

Elliott JA, Das D, Cavailler P, Schneider F, Shah M, Ravaud A, Lightowler M, Boulle P. A cross-sectional assessment of diabetes self-management, education and support needs of Syrian refugee patients living with diabetes in Bekaa Valley Lebanon. *Conflict and Health* 2018;12:1-10.

Hauber-Özer M, Call-Cummings M. Empowerment or exposure? Ethical dilemmas of visual methods with vulnerable migrants. *Qualitative Research Journal* 2020;20:329-40.

Schwerdtle P, Bowen K, McMichael C. The health impacts of climate-related migration. *BMC Medicine* 2018;16:1-7.