



PBHL 230 [Spring 2026]: Global Health

Meeting Dates: **T/Thu, January 7, 2026 – April 29, 2026**

Meeting Times and Location for Section 1 (PBHL 230.01): **9:25 - 10:40am in Johnson Center J206**

Meeting Times and Location for Section 2 (PBHL 230.02): **1:40pm – 2:55pm in Silcox Center 116**

Instructor Name: **Shaon Lahiri, PhD, MPH** (he/him)

Office Location & Office Hours: **Silcox Center 314, by appointment (email me if you want to meet).**

Contact Information: lahiris@cofc.edu

CRN: **22741 (Section 1) and 22742 (Section 2)**

Course Description

Welcome to Global Health! This course provides an introduction to the field of global health including its fundamental concepts and principles and an overview of complex global health issues. More specifically this course covers the determinants of the global burden of disease and disability including infectious disease, noncommunicable disease, women's health, children's health, and humanitarian emergencies.

Course Prerequisites

None.

Course Objectives

- Define global health and distinguish it from international health and public health.
- Explain how social determinants of health contribute to health disparities.
- Define health equity and discuss the ethical and human rights concerns in global health.
- Describe culture and health and discuss how health beliefs, practices, and behaviors influence global health.
- Describe and discuss factors influencing the global burden of disease (both communicable and non-communicable).
- Critically evaluate the determinants of women and child health.
- Define and discuss how key global health actors can work together to improve global health.
- Critically evaluate future global health challenges and ways to meet them.

Student Learning Outcomes

- Students will be able to describe the key determinants of global health challenges across a range of domains.
- Students will be able to evaluate potential solutions to global health inequities (BS Program Outcome 1). This will be assessed with the analytical essay assignment via a rubric.

Required Texts, Equipment, Technology

There are no required textbooks or materials you need to purchase for this course, and all materials will be provided on OAKS. You will need to bring a laptop to every class. Please [see this page](#) for more information about required laptop specifications that meet the College's requirements. Please ensure you have Zoom installed in case we hold class online due to inclement weather. I also recommend installing Microsoft Office, as you can [get this for free from the College](#).

Methods of Instruction

All classes will be held in-person unless otherwise specified. I cold call on students in every class. If you do not know the answer, provide your best educated guess. As long as you try, I will be satisfied. Classes will include activities, lectures, group work, and mixed media. Engagement in class means not talking while the professor is speaking, paying attention to group members during group activities, and not using your phone unless we are doing a Poll Everywhere activity in class. You must remove all headphones and earphones during class, and should not sleep during class. All readings or videos for the week should be completed before class on Monday.

You may address me as 'Shaon' (rhymes with 'brown'), Dr Lahiri, or Professor Lahiri. DO NOT address me as 'Sharon,' 'Shannon,' or "Mr Lahiri" in class or over email.

Course Policies

Generative Artificial Intelligence (GenAI) Policy

This course recognizes the potential benefits of GenAI tools when used responsibly. However, defaulting all cognitive tasks to GenAI impedes your ability to think, reason, and express your own ideas. They tend to also produce lower quality work that does not fully meet the assignment requirements. Addressing when and how to use these tools is essential for maintaining academic integrity while enhancing your learning in this course. Generative AI tools are technologies that generate text or other content based on prompts provided by users. You may use generative AI tools with prior approval from the professor. Your uses must align with course learning outcomes and enhance understanding without replacing personal learning effort. Ethical use involves critical engagement with AI-generated content, ensuring it supports your learning rather than undermining it. You are responsible for any AI-generated content used in your work and ensure it contributes positively to your academic goals. AI tools should enhance, not replace, the critical thinking and effort required in assignments. If AI tools are used, you must clearly cite them in your assignments, explaining their role in the work process. Please consult me about guidance on appropriate AI use. Submitting AI-generated content as original work will be considered a violation of academic integrity and the Honor Code and may result in disciplinary action, including failure of the

assignment or course and will be submitted to the Dean of Students. This policy supports our commitment to academic integrity and fosters genuine learning through critical thinking and personal engagement with course material. If you have any questions about the course expectations involving the use of generative AI, please reach out to me for clarification. A summary of what you can and cannot use GenAI for is provided in the table below.

Do not use GenAI for this	Use GenAI for this
Think for you	Proofreading documents
Write for you	Generating study guides for quizzes
Answer your quiz questions	Troubleshooting any IT problems
Search for literature	Help with APA formatting your references

Email Policy

You can communicate with me outside of class via email (lahiris@cofc.edu). **Effective and professional email etiquette is essential during and after college.** Thus, please ensure the following are true when you email me:

- Start every email with “Hi Shaon,” or “Hi Dr Lahiri” or “Hi Professor Lahiri.” Please make sure autocorrect has not changed my name to ‘Sharon’ or ‘Shannon.’
- Include your course number when writing to your professor and a short description of the topic of your email in the ‘Subject’ line.
- Keep the email short, and to the point. The longer the email, the less likely it will have the intended effect. Avoid AI use with emails as these read very artificial and include a lot of unnecessary “business speak.” I would rather you use your true writing voice.
- End the email with “Best Regards,” or ‘Best,’ followed by your name on the next line. For example:

Best Regards,

Shaon Lahiri

Before emailing me, please ensure that the answer to your question is not already in the syllabus or on OAKS. I typically respond to emails within two business days and stick to traditional work hours (Monday to Friday from 9am-5pm, except for holidays).

Extension Policy and Late Work

I do not accept any excuses for submitting late work unless you have a serious medical emergency or family emergency. You will receive -10% on an assignment for every day (24 hours) that it is late up to three days. After three days, you will receive a 0 for the assignment. Excuses that are not accepted include last minute tech ‘glitches’, being ‘confused’ about deadlines, or any other excuse except for serious family/medical emergency. You can have an extension of up to three (3) calendar days without penalty for certain assignments specified in the table below. Without an email in advance, the late penalty will apply. To get the extension, simply email me and ask for it (no reason is required). Quizzes, presentations, and the two statistics/public health joint assignments are not eligible for extensions.

Course Assignments

Key course requirements, deadlines, weights, and allowability of extensions are summarized in the table below. In-class assignments and activities will be posted on OAKS.

Requirement	Weight	Deadline(s)	Extension of three calendar days possible?
Quizzes (4)	20% (6.33% per quiz with lowest quiz score dropped)	1/29, 2/19, 3/19, 4/22	No
Participation (Class activity completion, Attendance, Engagement)	25%	Every class	Yes for Class Assignments
Cultural Competency Analysis	10%	2/5	Yes
Country Case Studies (2)	15% (7.5% per country case study)	2/17, 4/14	No
Global Health Analytical Essay (4 assignments)	30% (7.5% per assignment)	2/12, 3/19, 4/9, 4/23	Yes for assignments 1-3 but No for assignment 4

Extra Credit Assignments

There are five potential extra credit opportunities in this course, which are summarized in the table below. You can earn up to a maximum of 5% to your overall course grade through these opportunities. They are all described in detail on OAKS. **They must be completed any time before April 17th if you want credit for them.**

Extra Credit Opportunity	Potential Boost
Attend a Narcan training this semester AND take a selfie with the organizers at the end of the training.	+3%
Watch the movie <i>And the Band Played On</i> and complete an oral exam with Dr Lahiri.	+2%
Watch a video tutorial on how to use the software <i>Zotero</i> and complete an in-person demonstration with Dr Lahiri.	+3%
Download R, RStudio, and go through the content and exercises in Chapters 1-6 from Dr Lahiri's e-textbook . Involves in-person demonstrations of content in the chapters on your computer.	+5%
Read any of the Optional Advanced Readings and complete an oral exam with Dr Lahiri.	+3%

Grading Policy

Letter grades in this course will be assigned based on the following scale.

Percentage	Letter Grade
90-100	A
88-89	A-
85-87	B+
80-84	B
78-79	B-
75-77	C+
70-74	C
68-69	C-
66-67	D+
64-65	D
62-63	D-
<62	F

All grades in this course are earned based on mastery of material. They are not based on effort alone and there is absolutely no negotiation for grades at any point for any reason. Grades will be calculated using standard rounding rules, in which the tenths decimal place will be rounded down to the nearest integer if it is between 0-4, and rounded up to the nearest integer if it is between 5-9. For example, a grade of 89.4% will be rounded to 89%, and a grade of 89.5% will be rounded to 90%. A rubric and guidelines will be provided on OAKS for all assignments.

For all quizzes, you will have at least 48 hours to take the quiz outside of class on OAKS. If you miss a quiz, there is no makeup. **Ensure you schedule time in your calendar outside of class to take each quiz on the day it is released or the day after.** It is your responsibility to take the quiz within the 48-hour period, and no excuses will be permitted for missing a quiz. After each quiz closes, an answer key will be posted on OAKS. Thus, after taking a quiz, do not ask me anything about it until after the answer key has been released. All quizzes are about 10-12 questions comprising multiple choice, short answer, or matching questions lasting 30 minutes. You can use your readings, notes, or course slides while taking the quiz, but cannot use AI, the internet, or another person. Quizzes are not cumulative; the course content they cover is clearly specified in outline of classes at the bottom of this syllabus.

Attendance Policy

Attendance on time is required in this course. To receive credit for attendance, you must arrive no later than 5 minutes after the class start time, and cannot leave class more than 5 minutes before the stated class end time. Active engagement in the form of asking questions, voicing thoughts, and reflecting on concepts is expected in the course. I will cold call on students as part of this grade. If you do not know the answer, just try your best. You do not have to get the right answer, but you have to put in the effort.

You can miss up to three (3) classes without penalty, except for the Country Case Study presentation classes. Regardless of your reason for missing class, you only have three classes you can miss without penalty. After this, you will receive -10% to your attendance grade for each missed class for any reason. **PLEASE DO NOT SEND ME ANY DOCTOR'S NOTES.** If you have a serious medical

or family emergency, consider dropping the course, withdrawing from the course, or taking an 'Incomplete.'

Academic Integrity Policy Statement

As members of the College of Charleston community, we affirm, embrace and hold ourselves accountable to the core values of integrity, academic excellence, liberal arts education, respect for the individual student, diversity, equity and inclusion, student centeredness, innovation and public mission. Congruent with these core values, the College of Charleston expects that every student and community member has a responsibility to uphold the standards of the honor code, as outlined in the [Student Handbook](#). In pursuit of academic learning, you are expected to reference the work of other scholars, and complete your own academic work, while utilizing appropriate resources for assistance. Any acts of suspected academic dishonesty will be reported to the Office of the Dean of Students and addressed through the conduct process. Your adherence to these practices and expectations plays a vital role in fostering a campus culture that balances trust and the pursuit of knowledge while producing a strong foundation of academic excellence at the College of Charleston. Any questions regarding these expectations can be clarified by your instructor.

Accommodations for Students with Disabilities

The College of Charleston is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who anticipate or experience disability-related barriers in the academic setting should notify their professor and initiate contact with the [Center for Disability Services \(CDS\)](#) to move forward with the college's established accommodation process (email: snap@cofc.edu; phone: 843-953-1431; location: Lightsey Center 104). Students already connected with CDS for academic-related accommodations should share their Professor Notification Letter (PNL) with each professor as early in the semester as possible so that accommodations can be made in a timely manner. The PNL informs faculty of potential course access and accommodations that might be necessary and reasonable. It is the student's responsibility to follow this process each semester.

OAKS

OAKS, including Gradebook, will be used for this course throughout the semester to provide the syllabus and class materials and grades for each assignment, which will be regularly posted.

Inclement Weather, Pandemic or Substantial Interruption of Instruction

If in-person classes are suspended, faculty will announce to their students a detailed plan for a change in modality to ensure the continuity of learning. All students must have access to a computer equipped with a web camera, microphone, and Internet access. Resources are available to provide students with these essential tools.

Course Schedule (next page)

Week	Date(s)	Topic	Readings/Videos to Complete Before Class on Tuesday	Assignment Due
1	1/8	Course orientation and syllabus quiz.	Read: Syllabus Watch: Hans Rosling's 200 Countries, 200 Years	Syllabus Quiz due on OAKS by 5pm on 1/9
2	1/13, 1/15	Global health history, definitions, and metrics	Read: Chapter 1 from Abimbola Read: Koplan et al., 2009 Watch: There are NOT 195 countries.	
3	1/20, 1/22	Global health disparities and the social determinants of health.	Read: Chapter 1 from Mukherjee & Farmer (2021) Watch: How do social determinants impact public health? Watch: Bronfenbrenner's Ecological Systems	
4	1/27, 1/29	Social determinants of health. Global health systems, organizations, and governance.	Read: Chapter 3 from Mukherjee & Farmer (2021) Read: Chapter 3 from Wilkinson & Pickett (2011)	Quiz #1 covering Weeks 1-3 on OAKS due on 1/29 by 5pm ET.
5	2/3, 2/5	Culture, cultural competence, and service delivery	Read: Chapters 4-5 from Fadiman (1999)	Cultural Competence Analysis due on OAKS on 2/5 by 5pm ET
6	2/10, 2/12	Non-communicable diseases (also known as chronic diseases)	Read: Chapter 7 from Wilson & Pickett (2011) Read: WHO Non-communicable diseases factsheet	Country Case Study I Presentation due on OAKS before class on 2/17.
7	2/17, 2/19	Country Case Study I Presentations		

8	2/24, 2/26	Communicable diseases (also known as infectious diseases)	Read: Chapters 1-2 from Wayne & Bolker (2023)	Quiz #2 covering Weeks 4-6 on OAKS due on 2/26 by 5pm ET. Global Health Analytical Essay Assignment 1 due on OAKS on 2/26 by 5pm ET.
No class 3/1 – 3/8 (Spring Break)	No class 3/1 – 3/8 (Spring Break)	No class 3/1 – 3/8 (Spring Break)	No class 3/1 – 3/8 (Spring Break)	No class 3/1 – 3/8 (Spring Break)
9	3/10, 3/12	Humanitarian Emergencies	Read: Tol et al., (2015) Read: Pages 1-14 from the Global Humanitarian Overview 2025	
10	3/17, 3/19	Women's Health	Read: WHO Maternal Mortality Fact Sheet Watch: Part 1 of Half the Sky [Warning: contains stories of sexual assault and abuse.]	Quiz #3 covering Weeks 8-9 on OAKS due on 3/19 by 5pm ET. Global Health Analytical Essay Assignment 2 due on OAKS on 3/19 by 5pm ET.
11	3/24, 3/26	Children's Health	Read: Rebouças et al. (2022)	
12	3/31, 4/2	Environmental Health I – Overview	Read: Chapter 1 from Frumkin (2016)	
13	4/7, 4/9	Environmental Health II – Climate Change	Read: Chapter 12 from Frumkin (2016)	Global Health Analytical Essay Assignment 3 due on OAKS on 4/9 by 5pm ET.
14	4/14, 4/16	Country Case Study II Presentations		

15	4/21	No Class		Quiz #4 covering Weeks 10-13 on OAKS due on 4/22 by 5pm ET. Global Health Analytical Essay Assignment 4 due on OAKS on 4/23 by 5pm ET.
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