PA 8461
Global & U.S. Perspectives on Health and Mortality

Instructor
Audrey Doré
Office: HHH room 234
Office hours: By appointment

Course Support: Mary Lou Iroegbu (hhhc-mg@umn.edu)

Course Description

The health of populations in developing and developed countries is very different. Within countries, great health disparities exist between more advantaged and more disadvantaged populations. When crafting policies that aim to improve population health, it is crucial to know how to measure health and how to think about the health needs of the specific population in question. This course will provide an overview to the factors driving health, mortality, and aging across different populations. In addition, students will learn the best sources of data and measures to use to describe the health status of a population. Furthermore, students will be able to assess policy options that address the health of their population.

This course fulfills concentration requirements for the University-wide graduate minor in population studies and HHH’s Social Policy, Advanced Policy Analysis, Global Policy concentrations.

Assignments

- Problem sets/ short responses (30%) (due on Wednesdays by 9:45 am)
  - PS 1. Measures of mortality (10%)
  - PS 2. Measures of morbidity (10%)
  - PS 3. One single space written assignment (10%)

- Leading class discussion/ reading summaries (20%)
  - Reading summaries are due at 9 am on the day the readings are going to be discussed
  - Reading summaries must be uploaded to Moodle

- Final Paper topic and outline handed in on time (5%)
- Final Paper (35%) and Presentation (10%)

Readings:

Readings that should be done before Monday classes are marked with a [1]. Readings that must be completed before a Wednesday class are marked with a [2].

PA 8461
Global & U.S. Perspectives on Health and Mortality

Week 1 [Sept. 5]: Overview: Health and mortality from demographic perspective and measuring demographic events

- Objectives:
  - Introductions
  - Overview of course and organizational matters
  - Mortality before dramatic declines in global death rates
  - Measuring demographic events

- Readings (read both before first day of class on September 7)
  - Self-guided Module: How to measure demographic events
    [http://papp.iussp.org/sessions/papp101_s02/PAPP101_s02_010_010.html](http://papp.iussp.org/sessions/papp101_s02/PAPP101_s02_010_010.html)

Week 2 [Sept. 12]: Measures of mortality (please bring laptops for in class exercises on Wednesday)

- Topics:
  - Deaths, death rate, adjusted death rate, standardization
  - Infant mortality, under five mortality rate (USMR)
  - Life expectancy at birth
  - Age patterns of mortality (models?)
  - Maternal mortality

- Readings
  - Self-guided Module: Mortality statistics and standardization
    [http://papp.iussp.org/sessions/papp101_s06/PAPP101_s06_010_010.html](http://papp.iussp.org/sessions/papp101_s06/PAPP101_s06_010_010.html) [1]
  - Why focus on infant mortality?
    - For Those Just Starting - Standing on Common Ground: Data Sources, Definitions, Basic Calculations
PA 8461
Global & U.S. Perspectives on Health and Mortality

Optional


Assignment 1 handed out. Demographic rates and measures of mortality

Week 3 [Sept. 19]: Measures of health and morbidity (can expand into week 4)

- Topics:
  - Incidence and prevalence
  - Stunting, wasting
  - Self-rated health
  - Allometric load
  - Functional ability [aging]
    - Activities of daily living (ADL)
    - Instrumental activities of daily living (IADL) (Katz Index)
  - Mental Health

- Readings:

Optional:


---

PA 8461
Global & U.S. Perspectives on Health and Mortality

Assignment 2 handed out. Measures of Morbidity

Week 4 [Sept. 26]: Sources of data/quality and Global Burden of Diseases

- Topics
  - Sources of data
  - Vital statistics, census
  - Demographic and Health Surveys (DHS)
  - Demographic Surveillance Sites (DSS)
  - Clinical Trials
  - Health Care providers
  - Global Burden of Disease Data Visualizations

- Readings
Assignment 3 handed out. Short response based on GBD

Week 5 [Oct. 4]: Determinants of Morbidity and Mortality Framework

- Topics
  - Disease and Development

- Readings (TBD)


"The Preston Curve 30 Years On: Still Sparking Fires"
http://ije.oxfordjournals.org/content/36/3/498.full

Week 6 [Oct. 10]: Health transitions

- Topics:
  - Stages of health transition
    - Age of pestilence
    - Age or receding pandemics
    - Age of degenerative and human-made diseases
    - Age of delayed degenerative disease
    - Age of emerging and re-emerging infectious diseases (?)
  - Leading causes of mortality and morbidity

- Readings:

Optional


Outlines of Final Paper are due.

Week 7 [Oct. 17]: Causes of historical transitions and causes in developing countries

- Theories:
  - Natural selection
  - Nutrition
  - Public Health interventions and the state
  - Inflammation

- Readings:

Week 8 [Oct. 24]: Recent trends

- Topics
  - Reversibility
  - Convergence and Divergences
  - Rising tide of Non-communicable diseases in developing countries

Week 9 [Oct. 31]: Consequences of mortality change

- Topics
  - Effects of lower mortality on fertility preferences and practices
  - Economic and social effects of increased longevity
  - Political effects

- Readings

(Migration and Health)

- Fennelly, K. 2006. The Healthy Migrant Phenomenon
Week 10 [Nov. 7]: SES/Race Differentials

Topics
- Measuring SES status
  - Education
  - Income
  - Wealth
  - Occupation
- Racial/ethnic differences in health

Readings

Optional:
- Social Science and Medicine special issue on Education and Health
  http://www.sciencedirect.com/science/journal/02777953/1277sf11915415=1
Week 13: [Nov. 28] Life course perspective continued

- **Readings (some of these readings will be designated as optional)**

Optional


---

Week 14 [Dec. 5]: Evolution of lifespan (biodemography)

- **Topics**
  - Maximum lifespan debate
  - Immune Senescence and Telomere length
  - What can past trends tell us about the future?

- **Readings (some of these readings will be designated as optional)**

Optional

Week 15 [Dec. 12]: Student Final project presentations

Students will present their end-of-term papers to the class. Presentation length will depend on the number of students enrolled.

Policies

Disabilities:

The University of Minnesota is committed to providing equitable access to learning opportunities for all students. Disability Services (DS) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact DS at 612-626-1333 to arrange a confidential discussion regarding equitable access and reasonable accommodations. If you are registered with DS and have a current letter requesting reasonable accommodations, please contact your instructor as early in the semester as possible to discuss how the accommodations will be applied in the course. For more information, please see the DS website, https://diversity.umn.edu/disability/.

Mental Health and Stress Management:

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student’s ability to participate in daily activities. University of Minnesota services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website at http://www.mentalhealth.umn.edu.

Remember that there are advisors in the Humphrey Student Services office who are trained and experienced counselors. They are available at very short notice to address any concerns you have and provide further resources within the University. Humphrey Student Services, HHH 280, 612-624-3800

Scholastic misconduct:

Is broadly defined as any act that violates the right of another student in academic work or that involves misrepresentation of your own work. Scholastic dishonesty includes, but is not necessarily limited to: cheating on assignments or examinations; plagiarizing, which means misrepresenting as your own work any part of work done by another; submitting the same paper, or substantially similar papers, to meet the requirements of more than one course without the approval and consent of all instructors concerned; depriving another student of necessary course materials; or interfering with another student’s work.

Incompletes:

This course follows the Humphrey School policy regarding incompletes. An incomplete will only be granted after the Professor and the student have mutually agreed upon a timetable (written contract) for completion of coursework. An incomplete must be requested in advance, and the Humphrey Institute incomplete form must be filled out.

Additional Policies:

For further information on the following policies, please see:
http://policy.umn.edu/Policies/Education/Education/Syllabusrequirements_APPA.htm

• Student Conduct Code
• Use of Personal Electronic Devices in the Classroom
• Scholastic Dishonesty
• Makeup Work for Legitimate Absences
• Appropriate Student Use of Class Notes and Course Materials
• Grading and Transcripts
• Sexual Harassment
• Equity, Diversity, Equal Opportunity and Affirmative Action
• Academic Freedom and Responsibility