

University of California, Berkeley
Sociology 115G
Global Health and Social Justice

Spring, 2015
Professor Laura Nathan
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Welcome to Sociology 115G: Global Health and Social Justice. It is my pleasure to be your instructor for this course. I look forward to our sharing thought-provoking material in this newly developing field. This course syllabus and outline will serve as a guide to our course. I encourage you to read this syllabus carefully and if you have any questions, please don't hesitate to ask them.

This course addresses the social forces that promote and sustain illness throughout the globe and contribute to illness outbreaks becoming epidemics and pandemics. Emphasizing the central roles of poverty and politics in shaping health risks and health outcomes, we will explore disparities within and across nations. We will analyze the conditions that give rise to and reinforce inequities in health and health outcomes and probe how and why these circumstances are often taken as a given. With the understanding that health is, at core, a social justice issue, this course reviews policies and programs that attempt to address health problems by reducing disparities. We will turn a critical eye to how and why some of these policies and programs have helped to alleviate suffering and how some have caused additional harm to already vulnerable populations.

Throughout the semester we will examine global health priorities, both those that have existed for decades and those that have recently emerged on the global health landscape. We will look at major health threats, with particular focus on those problems that are most prevalent in low and middle-income nations. Of particular interest is how health and health care are associated with social and economic development. We will investigate how, with globalization, all people are more interconnected, and we will explore the implications of health threats reaching beyond national borders. In the twenty-first century, nations share health concerns. As a result, coordinated efforts to prevent and control health problems have become increasingly important. This course focuses on initiatives designed to prevent disease and promote health, considering both global work and more localized efforts.

Specific topics of the course include: 1) major health threats and global health priorities; 2) nutrition and water supply quality; 3) the impact of war and of natural disasters on health; 4) the health of women and children; 5) responses to health concerns; and 6) values and ethics in global health.

Required Books:

Biehl, Jono and Adriana Petryna, eds. *When People Come First. (WPCF)*

Farmer, Paul, Jim Yong Kim, Arthur Kleinman, and Matthew Basilio. *Reimagining Global Health: An Introduction. (RGH)*

Murray, Anne Firth. *From Outrage to Courage: The Unjust and Unhealthy Situation of Women in Poorer Countries and What They are Doing About It. (FOC)*

Pinto, Andrew D. and Ross E.G. Upshur, eds. *An Introduction to Global Health Ethics. (IGHE)*

Recommended Books:

Farmer, Paul. *Partner to the Poor: A Paul Farmer Reader.*

Jacobsen, Kathryn H. *Introduction to Global Health.*

Kim, Jim Yong, Joyce V. Millen, Alec Irwin and John Gershman. *Dying for Growth: Global Inequality and the Health of the Poor.*

Levine, Ruth. *Case Studies in Global Health: Millions Saved.*

O'Neil, Edward. *Awakening Hippocrates: A Primer on Health, Poverty, and Global Service.*

Perlman, Daniel and Ananya Roy. *The Practice of International Health: A Case-Based Orientation.*

Skolnick, Richard. *Global Health 101: Essential Public Health.*

COURSE REQUIREMENTS

Class Attendance and Readings: Students are expected to attend class and to complete reading assignments. Once the enrollment for the class has been finalized (likely week three of the semester), we will take roll at each session. Each student is allowed two absences before the Participation and Citizenship grade will be negatively affected. If you consistently leave class early, your attendance record will be adjusted accordingly. While some assigned readings will be discussed directly in class, all readings have been selected to support your understanding of global health and social justice. (Note: You are responsible for reading through and thinking about all assigned material.)

Exams: There will be two exams. The first exam will take place, in class, on Thursday, March 5 and the second exam is scheduled during finals week. Our final slot is Exam Group 18, which means that the final exam will take place on Friday, May 15th, from 11:30 until 2:30. Both examinations will require knowledge of course material and the ability to critically analyze and synthesize theories and substance. Each exam will include fixed-choice (i.e., multiple choice) questions and short answer and/or essay type questions.

Paper: There will be one required paper in this course. The paper will be approximately ten to twelve pages in length, and will examine an organizational response to a health threat/problem. The paper will be due on April 2nd. (More detailed information on this paper will be given at a later date.)

Current Events: By paying attention to what is happening in the world with respect to health and health policy, we will be able to better engage with the global health landscape. Consequently, each student will be required to submit one current event write-up. This write-up is due anytime in the first six weeks of class, submitted in hard copy no later than Thursday, February 26th. There will also be an opportunity to submit up to two additional current events assignments for extra credit. (Full details of the assignment and possible extra credit are outlined in a separate Current Events Assignment)

Response Papers: Periodically throughout the semester you will be asked for reactions to course readings, lectures, and other class material. These reactions can include questions that have arisen for you that remain unanswered, critiques of arguments that have been made in readings or lectures, or thoughts on the implications of specific ideas or arguments. There is no set schedule for these reaction papers—yet another good reason for attending class regularly!

Grade Weights:

The requirements for the course will be weighted as follows:

Class attendance, participation, and citizenship	(10%)
Midterm Exam	(25%)
Current Event	(5%)
Response Papers	(5%)
Term Paper	(25%)
Final Exam	(30%)

Grievances: The readers and I are glad to review graded work during office hours or by appointment. However, if you wish to contest a grade, you must submit a written statement (maximum one page in length) to the reader explaining why you think the grading is unfair. If you are still dissatisfied with the results of that process, then you may contact me. Before I review your case, I will first want to hear from reader. Please bear in mind that your grade may move upwards or downwards should we re-grade your work.

Policy on Electronics in the Classroom: Unless you have a documented need for electronic assistance during class, or have received explicit approval (which is a possibility), personal computers and phones are not to be used during class sessions. If you decide to violate this policy, you will be asked to leave class and will be considered absent for that class session.

Classroom Process: Respect for your fellow students, our reader, and the professor is expected at all times. While disagreements are inevitable from time to time throughout the course, we can all benefit from listening carefully to others and reconsidering our own positions.

PLAGIARISM AND ACADEMIC HONESTY:

The student community at Berkeley has adopted the following Honor Code: As a member of the UC Berkeley community, I act with honesty, integrity, and respect for others.” The hope and expectation is that you will adhere to this code.

Collaboration and Independence: Reviewing literature and reading materials and studying for exams can be enjoyable and enriching things to do with fellow students. This is recommended. However, unless otherwise instructed, homework assignments are to be completed independently and materials submitted as homework should be the result of one’s own independent work.

Cheating: A good lifetime strategy is always to act in such a way that no one would ever imagine that you would even consider cheating. Anyone caught cheating on the quiz or exam in this course will receive a failing grade in the course and will also be reported to the University Center for Student Conduct. In order to guarantee that you are not suspected of cheating, please keep your eyes on your own materials and do not converse with others during quizzes and exams.

Plagiarism: To copy text or ideas from another source without appropriate reference is plagiarism and will result in a failing grade for your assignment and usually further disciplinary action. For additional information on plagiarism and how to avoid it, see, for example:

<http://www.lib.berkeley.edu/instruct/guides/citations.html#Plagiarism>

<http://gsi.berkeley.edu/teachingguide/misconduct/prevent-plag.htm>

Academic Integrity and Ethics: Cheating on exams and plagiarism are two common examples of dishonest, unethical behavior. Honesty and integrity are of great importance in all facets of life. They help to build a sense of self-confidence, and are key to building trust within relationships, whether personal or professional. There is no tolerance for dishonest in the academic world, for it undermines what we are dedicated to doing--furthering knowledge for the benefit of humanity.

Your experience as a student at UC Berkeley is hopefully fueled by passion for learning and replete with fulfilling activities. And we also appreciate that being a student can be stressful. There are many times when there is temptation to engage in some kind of cheating in order to improve a grade or otherwise advance your career. This could be as

blatant as having someone else sit for you in an exam, or submitting a written assignment that has been copied from another source. And it could be as subtle as glancing at a fellow student's exam when you are unsure of an answer to a question and are looking for some confirmation. One might do any of these things and potentially not get caught. However, if you cheat, no matter how much you may have learned in this class, you have failed to learn perhaps the most important lesson of all.

Additional Contact Information: I encourage communication with you as you proceed through this course. My preferred method for after-hours contact is e-mail. In case of an emergency, you may call my cell phone: (925) 785-7709.

**UNIT ONE: COURSE OVERVIEW AND INTRODUCTION
THE HISTORICAL ROOTS AND POLITICAL ECONOMY
OF GLOBAL HEALTH
(January 20-29)**

(Readings: week of January 20)

1. Mills, C. Wright. 1956. "The Promise of Sociology." (*Posted on bCourse Site*)
2. Sen, Amartya. 1992. "Equality of What?" (*Posted on bCourse Site*)
3. Suri, Arjun, et. al. "Values and Global Health." (Chapter Nine in *RGH*)
4. Upshur, Ross E.G., et al. "Ethics and Global Health" (Chapter Two in *IGHE*)
5. Levine, Ruth (and Jane Seymour), "Eradicating Smallpox" (*Posted on bCourse Site*)

(Readings: week of January 27)

1. Greene, Jeremy, et. al. "Colonial Medicine and Its Legacies" (Chapter Three in *RGH*)
2. Pinto, Andrew, et. al. "The Context of Global Health Ethics." (Chapter One in *IGHE*)
3. Basilico, et. al. "Health for All?: Competing Theories and Geopolitics." (Chapter Four in *RGH*)
4. Pinto, Andrew and Janet Smylie. "Indigenous Health and Ethics: Lessons for Global Health." (Chapter Six in *IGHE*)
5. Ford, Nathan. "The Political Context of Global Health and Advocacy." (Chapter Eleven in *IGHE*)

**UNIT TWO: THEORIES OF AND APPROACHES TO
GLOBAL HEALTH
(February 3-5)**

(Readings: week of February 3)

1. Farmer, Paul. "Preface to *Reimagining Global Health*." (in *RGH*)
2. Farmer, Paul, et. al. "Introduction: A Biosocial Approach to Global Health." (Chapter One in *RGH*)
3. Hanna, Bridget and Arthur Kleinman. "Unpacking Global Health: Theory and Critique." (Chapter Two in *RGH*)
4. Forman, Lisa and Stephanie Nixon. "Human Rights Discourse in Global Health Ethics" (Chapter Four in *IGHE*)

**UNIT THREE: SOCIAL DETERMINANTS OF HEALTH AND
HEALTH INEQUALITIES
(February 10-17)**

(Readings: week of February 10)

1. Farmer, Paul. "Structural Violence and Clinical Medicine" (*Reader/Posted on bCourse Site*)
2. Jacobsen, Kathryn H. "The Socioeconomic Determinants of Health" (*Reader/Posted on bCourse Site*)

(Readings: February 17)

3. Jacobsen, Kathryn H. "Global Nutrition" (*Reader/Posted on bCourse Site*)

**UNIT FOUR: ENVIRONMENTAL DETERMINANTS OF HEALTH
(February 19-March 3)**

(Readings: February 19-February 26)

1. Jacobsen, Kathryn H. "The Environmental Context of Health" (*Reader/Posted on bCourse Site*)
2. Montgomery, Maggie A. and Menachem Elimelech. "Water and Sanitation in Developing Countries: Including Health in the Equation." (*Reader/Posted on bCourse Site*)

MIDTERM: THURSDAY, MARCH 5

**UNIT FIVE: THE HEALTH AND ILLNESS OF
WOMEN AND CHILDREN
(March 10-March 19)**

(Readings: week of March 10)

1. *From Outrage to Courage: The Unjust and Unhealthy Situation of Women in Poorer Countries and What They are Doing About It.* (Chapters 1-6)

(Readings: week of March 17)

1. Jacobsen, Kathryn H. "Child Health" (*Reader/Posted on bCourse Site*)

2. Fassin, Didier "Children as Victims: The Moral Economy of Childhood in the Times of AIDS." (Chapter Four in *WPCF*)

SPRING BREAK: WEEK OF MARCH 23

**UNIT SIX: MAJOR HEALTH THREATS
AND HEALTH DURING CRISIS
(March 31-April 14)**

(Readings: week of March 31)

1. Moran-Thomas, Amy. "A Salvage Ethnography of the Guinea Worm: Witchcraft, Oracles and Magic in a Disease Eradication Program." Chapter Eight in *WPCF*)

2. Whyte, Susan Reynolds, et. al. "Therapeutic Clientship: Belonging in Uganda's Projectified Landscape of AIDS Care." (Chapter Five in *WPCF*)

3. Cueto, Marcos. "A Return to the Magic Bullet? Malaria and Global Health in the Twenty-First Century." (Chapter One in *WPCF*)

4. World Health Organization, WHO Fact Sheets: "Ebola Virus Disease", "Cholera", "Malaria", and "Tuberculosis" (*Reader/Posted on bCourse Site*)

5. World Health Organization, "Liberia: Working with Communities is the Key to Stopping Ebola." (*Reader/Posted on bCourse Site*)

6. Garrett, Laurie. "Ahead in 2015: Viruses, Epidemics, and United Nations Haggling—Part One: The Ebola Epidemic in West Africa." (*Reader/Posted on bCourse Site*)

(Readings: week of April 7)

1. Livingston, Julie. "The Next Epidemic: Pain and the Politics of Relief in Botswana's Cancer Ward." (Chapter Seven in *WPCF*)
2. Whitmarsh, Ian. "The Ascetic Subject of Compliance: The Turn to Chronic Diseases in Global Health." (Chapter Eleven in *WPCF*)
3. Becker, Anne et. al. "The Unique Challenges of Mental Health and MDRTB: Critical Perspectives on Metrics of Disease." (Chapter Eight in *RGH*)
4. Jacobsen, Kathryn H. "Non-Communicable Diseases and Aging." (*Reader/Posted on bCourse Site*)
5. Farmer, Paul. "Major Infectious Diseases in the World- To Treat or Not to Treat." (*Reader/Posted on bCourse Site*)

(Readings: April 14)

1. Birn, Anne-Emanuelle, et. al. "Health Under Crisis." (*Reader/Posted on bCourse Site*)
2. Mimura, Satoshi, Taro Kamigaki, and Hitoshi Oshitani. "Infectious Disease Risk After the Great East Japan Earthquake." (*Reader/Posted on bCourse Site*)
3. Kean, Sam. "As Water Goes, So Goes Haiti." (*Reader/Posted on bCourse Site*)
4. Callaghan, William, et. al. "Health Concerns of Women and Infants in Times of Natural Disaster Lessons Learned from Hurricane Katrina." (*Reader/Posted on bCourse Site*)

***UNIT SEVEN: RESPONSES TO HEALTH THREATS
HEALTH CARE DELIVERY, PROGRAMS AND POLICIES
(April 16-April 28)***

(Readings: week of April 16)

1. Drobac, Peter, et. al. "Building an Effective Rural Health Delivery Model in Haiti and Rwanda." (Chapter Six in *RGH*)
2. Pfeiffer, James. "The Struggle for a Public Sector: PEPFAR in Mozambique." (Chapter Six in *WPCF*)
3. Sanchez, Ana and Victor A. Lopez. "Perspectives on Global Health From the South." (Chapter Ten in *IGHE*)

(Readings: week of April 21)

1. Kim, Jim Yong, et. al. "Scaling Up Effective Delivery Models Worldwide." (Chapter Seven in *RGH*)
2. Messac, Luke and Krishna Prabhu. "Redefining the Possible: The Global AIDS Response." (Chapter Five in *RGH*)
3. Singh, Jerome Amir. "Global Health Governance and Ethics." (Chapter Five in *IGHE*)

(Readings: April 28)

1. Amon, Joseph J. "The Right to Know or Knowing Your Rights: Human Rights and a People-Centered Approach to Health Policy." (Chapter Three in *WPCF*)
2. Weigel, Jonathan, et. al. "Taking Stock of Foreign Aid." (Chapter Ten in *RGH*)
3. Murphy, Jill et. al. "Ethical Considerations in Global Health Partnerships." (Chapter Nine in *IGHE*)

***UNIT EIGHT: GLOBAL HEALTH PRIORITIES:
REFLECTIONS ON THE PAST, TAKING STOCK OF
THE PRESENT AND MOVING INTO THE FUTURE
(April 30)***

(Readings: April 30)

1. Adams, Vicanne. "Evidence-Based Global Public Health: Subjects, Profits, Erasures." (Chapter Two in *WPCF*)
2. Farmer, Paul, et. al. "Global Health Priorities for the Early Twenty-First Century." (Chapter Eleven in *RGH*)
3. Basilio, Matthew, et. al. "A Movement for Global Health Equity: A Closing Reflection." (Chapter Twelve in *RGH*)