

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

Fall, 2017
Professor Laura Nathan
TTh: 2:00-3:30
Corey 277

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Office Hours: Tuesday 3:30-4:30, Thursday 12:30-1:30, and by appointment
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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 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 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 its core, a social justice issue, this course considers 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. 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 illness, eradicate 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) social and environmental contributions to health and illness; 3) the health of women and children; and 4) organizational responses to health concerns.

By the end of the course, it is expected that students will be able to:

1. Assess approaches to distributive justice and discuss the consequences of these approaches for individual and population health
2. Critically evaluate and demonstrate through example the impact of policies, initiatives, and programs on health
3. Evaluate the current state of global health activities and recommend changes that would promote health and produce greater health equity
4. Discuss the nature of health disparities within and between nations, with special attention to how social and environmental factors contribute to health inequities
5. Identify strategies for addressing epidemics and eradicating diseases and delineate useful approaches for addressing specific health problems

Required Books:

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

Foege, William H. *House on Fire: The Fight to Eradicate Smallpox*.

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

There will also be a reader required for the course. This reader may be purchased at Copy Central on Bancroft. (readings will also be posted on our bcourses site)

Recommended Books:

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

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

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

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*.

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

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 by the beginning of the week for which they are assigned. If you are absent frequently or consistently leave class early, this will affect your overall grade in the course. 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.)

Reading Quizzes: To ensure that you have retained basic concepts from the readings, four times during the semester you will have short multiple-choice quizzes that follow up on key concepts from the readings. If you are not in class on the day of a quiz, a “0” will be recorded for that quiz. There is no set schedule for these quizzes—yet another good reason for attending class regularly!

Exams: There will be two exams. The first exam will take place, in class, on Thursday, October 5th and the second exam is scheduled during finals week. Our final slot is Exam Group 2, which means that the final exam will take place on Monday, December 11th, 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.

Paper: There will be one required paper in this course. The paper will be approximately ten pages in length, and will focus on an agency or organization that aims to address an issue (or more than one issue) in the global health arena. The paper will be due on November 9th. (More detailed information on this paper will be given at a later date.)

Short News Assignment: By paying attention to what is happening in the world with respect to health and health policy, we will be better situated to understand pressing issues in global health. Consequently, each student will be required to complete one short news assignment. This assignment is due at the beginning of class on September 28th. (Full details of the assignment will be distributed in the next two weeks.)

Grade Weights:

The requirements for the course are weighted as follows:

Class Attendance, Participation, and Citizenship	(10%)
Midterm Exam	(20%)
Short News Assignment	(10%)
Reading Quizzes	(10%)
Term Paper	(25%)
Final Exam	(25%)

Grievances: Students may submit graded work for review. 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/incorrect. 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 the 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, personal computers and phones are not to be used during class sessions. Please turn off your cell phones when you arrive. If you decide to violate this policy, you will be asked to leave class. If there is an additional violation, your overall Attendance/Participation/Citizenship grade will be reduced by 10%.

Policy on Late Assignments: It is essential that assignments are submitted by the date and time specified on the assignment. Late assignments will be penalized by a deduction of three percent of the total points for each day the assignment is late.

Disability Accommodations: If you anticipate issues related to the format or requirements of this course, please let me know. I would like to discuss ways to ensure your full participation. If formal disability-related accommodations are necessary, it is important that you register with DSP as soon as possible and get documentation regarding the accommodations that are needed.

Classroom Process: Respect for your fellow students, our readers, 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. If you arrive late or must leave early, please take a seat near one of the doors to minimize disruption.

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>

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

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 dishonesty 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.

Syllabus Changes: Information contained in the course syllabus, other than the grade and absence policies, may be subject to change with reasonable advance notice, as deemed appropriate.

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
THEMATIC CONCERNS
(August 24-September 7)***

(Readings: week of August 28)

1. Mills, C. Wright. 1956. "The Promise of Sociology" (*Posted on bCourse Site*)
2. Sen, Amartya. 1992. "Equality of What?" (*Posted on bCourse Site*)

(Readings: week of September 4)

1. Farmer, Paul. "Preface to *Reimagining Global Health*" (Preface in *RGH*)
3. Suri, Arjun, et. al "Values and Global Health" (Chapter Nine in *RGH*)

***UNIT TWO: HISTORICAL ROOTS, THEORIES OF,
And APPROACHES TO GLOBAL HEALTH
(September 11-25)***

(Readings: week of September 11)

1. Greene, Jeremy, et. al. "Colonial Medicine and Its Legacies" (Chapter Three in *RGH*)

UNIT TWO (CONTINUED)
(September 11-25)

(Readings: week of September 18)

1. Farmer, Paul, et. al. “Introduction: A Biosocial Approach to Global Health” (Chapter One in *RGH*)
2. Hanna, Bridget and Arthur Kleinman. “Unpacking Global Health: Theory and Critique” (Chapter Two in *RGH*)

(Readings: week of September 25)

3. Basilico, et. al. “Health for All?: Competing Theories and Geopolitics” (Chapter Four in *RGH*)

MIDTERM: THURSDAY; OCTOBER 5

**UNIT THREE: SOCIAL AND ENVIRONMENTAL FACTORS IN HEALTH
And HEALTH INEQUALITIES**
(September 27-October 19)

(Readings: week of September 25—for September 28)

1. Marmot, Michael. “Social Determinants of Health Inequalities” (*Reader/Posted on bCourse Site*)

(Readings: week of October 2)

1. Farmer, Paul. “Structural Violence and Clinical Medicine” (*Reader/Posted on bCourse Site*)
2. WHO (Independent Expert Group). “The Global Nutrition Landscape” Chapter 2 of the Global Nutrition Report 2016 (*Reader/Posted on bCourse Site*)

(Readings: week of October 9)

1. Ezzati, Majid and Elio Riboli. “Behavioral and Dietary Risk Factors for Noncommunicable Diseases” (*Reader/Posted on bCourse Site*)
2. Prabhat, Jha and Richard Peto. “Global Effects of Smoking, Quitting, and of Taxing Tobacco” (*Reader/Posted on bCourse Site*)

UNIT THREE: (CONTINUED)
(September 28-October 19)

(Readings: week of October 16)

1. Leaning, Jennifer and Debarati Guha-Sapir. “Natural Disasters, Armed Conflict, and Public Health” (*Reader/Posted on bCourse Site*)
2. McMichael, Anthony J. “Globalization, Climate Change, and Human Health” (*Reader/Posted on bCourse Site*)
3. Montgomery, Maggie A. and Menachem Elimelech. “Water and Sanitation in Developing Countries: Including Health in the Equation.” (*Reader/Posted on bCourse Site*)

**UNIT FOUR: RESPONSES TO ISSUES:
ORGANIZATIONS, PROGRAMS, And HEALTH CARE DELIVERY
(October 23-October 31)**

(Readings: week of October 23)

1. Weigel, Jonathan, et. al. “Taking Stock of Foreign Aid.” (Chapter Ten in *RGH*)
2. Kim, Jim Yong, et. al. “Scaling Up Effective Delivery Models Worldwide.” (Chapter Seven in *RGH*)
3. Frenk, Julio and Suerie Moon. “Governance Challenges in Global Health” (*Reader/Posted on bCourse Site*)

(Readings: week of October 31)

1. Mills, Anne. “Health Care Systems in Low-and Middle-Income Countries” (*Reader/Posted on bCourse Site*)
2. Drobac, Peter, et. al. “Building an Effective Rural Health Delivery Model in Haiti and Rwanda.” (Chapter Six in *RGH*)

UNIT FIVE: SMALLPOX And APPROACHES TO DISEASE ERADICATION
(November 2-November 7)

(Readings: week of October 31—for November 2)

1. Foege, Jonathan. *House on Fire: The Fight to Eradicate Smallpox* (All)

(Readings: week of November 7—for November 7)

1. Hopkins, Donald R. "Disease Eradication." (*Reader/Posted on bCourse Site*)

UNIT SIX: MAJOR HEALTH THREATS
(November 8-November 16)

(Readings: week of November 6—for November 8)

1. Fauci, Anthony S. and David M. Morens. "The Perpetual Challenge of Infectious Diseases" (*Reader/Posted on bCourse Site*)
2. World Health Organization, WHO Fact Sheets: "Ebola Virus Disease", "Cholera", "Malaria", and "Tuberculosis" (*Reader/Posted on bCourse Site*)
3. Farmer, Paul. "Major Infectious Diseases in the World- To Treat or Not to Treat. " (*Reader/Posted on bCourse Site*)
4. Piot, Peter and Thomas C. Quinn. "Response to the AIDS Pandemic—A Global Health Model" (*Reader/Posted on bCourse Site*)
5. Messac, Luke and Krishna Prabhu. "Redefining the Possible: The Global AIDS Response." (Chapter Five in *RGH*)

(Readings: Week of November 13)

1. Hunter, David J. and K. Srinath Reddy. "Noncommunicable Diseases" (*Reader/Posted on bCourse Site*)
2. Becker, Anne et. al. "The Unique Challenges of Mental Health and MDRTB: Critical Perspectives on Metrics of Disease." (Chapter Eight in *RGH*)

**UNIT SEVEN: THE HEALTH AND ILLNESS of
WOMEN AND CHILDREN
(November 20-28)**

(Readings: week of November 20th)

1. Murray, Anne Firth. *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 November 27)

1. Bhutta, Zulfiqar A. and Robert E. Black. “Global Maternal, Newborn, and Child Health—So Near and Yet So Far” (*Reader/Posted on bCourse Site*)

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

(Readings: November 30)

1. Farmer, Paul, et. al. “Global Health Priorities for the Early Twenty-First Century” (Chapter Eleven in *RGH*)
2. Hunter, David J. and Harvey V. Fineberg “Convergence to Common Purpose in Global Health” (*Reader/Posted on bCourse Site*)

