

Sociology 115G (Spring 2019)
Health in a Global Society

160 Kroeber
Tuesday and Thursday, 12:30-2:00 pm

Faculty: Prof. Yan Long

Email: Please use **inbox on bCourses**

Office Hours:

Thursday 3:00-5:00 PM

sign up at

<https://www.wejoinin.com/longyan@berkeley.edu>

Office: 448 Barrows

Grader: Ms. Pauline Miller

Course Description

The aim of this course is to provide an introduction to important concepts, perspectives, issues, and trends in global health studies, focusing specifically on how global change can alter the nature humans inhabit and their susceptibility to disease. We will also be addressing the political, economic and cultural aspects of these changes and susceptibilities. Discussions will be focused on the general population and environmental changes that contribute to health deficiencies at the regional and global levels and the challenges for policy development they represent. These subjects will be explored using an interdisciplinary approach as readings will be selected from a wide range of areas to reflect the general interests of social scientists alike.

Outcomes and Student Learning

- To introduce key concepts and frameworks used in examining global health issues
- Develop an understanding of main methods used to answer and monitor questions of human-environment interactions and their health impact;
- To understand the distribution of health and disability around the world and to understand the social, and institutional factors that affect the burden of disease
- To introduce the key actors in the global health system, and to learn to articulate the policy relevance of complex global health issues

Readings

A course website is available through bCourse at <http://bcourses.berkeley.edu/>. All readings will be available on the bCourse site (as pdf or word files) or on-line. Readings should be read **before** the Tuesday class period. *Readings will be added/changed as the semester progresses* accordingly, and they will be announced in advance. All the lecture notes will be posted on bCourse.

Course Requirements

The requirements for this class consist of attendance and participation, reading quizzes, a short analytical essay, a group project, and two exams.

Participation (10%): Regular attendance and participation is mandatory. Group working is also required. To perform well, you must take good class notes, complete the readings, and understand the material covered in class. We will also have a number of in-class activities that are designed to help you engage with the course material. You will be graded for participating in these activities.

Section absence will only be excused with formal written documentation of “extraordinary circumstances” including physician-certified illness, death in the family, hospitalization, religious observance, and university-sponsored travel or activities (e.g. band or athletics). Let the professor know immediately if there is anything she can do to facilitate your participation or make you more comfortable.

You are allowed two “free” unexcused section absences; after that every absence will count as a “skip” and a 2% deduction will be deducted from your overall grade for *each* unexcused absence.

If you must miss class, you will need to get notes from a classmate. The professor does **NOT** give out copies of the notes.

Reading Quizzes (14%): To keep you on track with the readings and check that you understand the material, there will be about 9 quizzes given during the semester. Quizzes will consist of one or two questions on the readings for the week. The quiz questions will be taken from a weekly set of guidelines that are designed to help you understand the main points of the reading and place the reading within the context of the course. They will also be an important review tool for exams and provide a basis for class discussions. Reading guidelines will be distributed on the Thursday before we cover the readings. Quizzes **CANNOT** be made up for any reason, but I will only count the best seven scores. Each of these seven quizzes is worth 2% of your final grade. If you score 80% or above, you receive the full 2%. If you score 60-79%, you receive 1%. No credit is given for grades below 60%.

Short Analytical Essay (11%): This essay will comprise a double-spaced 3-page paper based on course materials. Details will be given in class and posted on bCourses. It will be due on Feb 14 on bCourse. All assignments must be turned in on time. The professor will **NOT** accept late assignment.

Group Project (20%): In teams of 7-8 people, you will research, prepare and deliver a class presentation on one topic related to the class. A list of possible topics will be later given and discussed in class. You will have to get together in groups and prepare outside

of class. Presentations should last approximately 35-40 minutes and will be given using Microsoft PowerPoint or Apple Keynote. This portion of your grade will be determined by your level of participation in the group (both preparation and presentation). Peer evaluation is an integral part of this assignment: all team members may not get the same grade; this is largely based on how you shared the burden of research and work with the other members of your team. A written report is not required, but your group must submit a copy of the presentation and related bibliography. More details will be discussed later in class.

Midterm (20%): You will have one midterm exam covering materials from Weeks 1-7 on March 21.

Final (25%): You will have one final exam that covers all course materials after Week 7.

Student Evaluation and Grading

If past performance holds, you should anticipate a straight scale for your final grade: 90-100% (A-/A/A+), 80-89% (B-/B/B+), 70-79% (C-/C/C+), 60-69% (D-/D/D+), ≤59% (F).

	% of final grade	Due Date
Attendance & Participation	10%	
Reading Quizzes	14%	Thursday
Short Analytical Essay	11%	February 14
Group Project	20%	April 23-May 2
Midterm Exam	15%	March 21
Final Exam	30%	May 16

Extensions and Make-Up Exams: If you are unable to meet a deadline or take an exam due to a potentially “excusable” reason, you must contact Professor Long **72 hours** (3 full days) in advance of the due date and inquire as to the possibility of an extension or make-up.

Extensions and make-up exams will **ONLY** be given with a documented, written, valid excuse (e.g. physician-certified illness, death or serious illness in the family, hospitalization, religious observance, or Berkeley-sponsored travel/activities). Car trouble, over-sleeping, traffic court, vacation, illness without a physician’s excuse, work for other classes, early departure or late return from break, employment, etc. are **NOT** valid excuses. Email does not “count” as written documentation, regardless of its source. A fax *may* be accepted as a *provisional* excuse, provided you later provide written documentation that matches the fax *exactly*. Physician-certified excuses must be originals.

Course Policies

You are responsible for all policies whether you read this or not

Conduct and Decorum: Conduct that distracts others or compromises the collective learning environment will not be tolerated. You must refrain from activities that are distracting (and rude). Inappropriate conduct in lecture will lower your participation grade. Thus:

- **NO ELECTRONIC DEVICE** is allowed in class. If you are engaged in activities such as texting, emailing, or web browsing in class, you will lose participation and attendance points for that day.
- Arrive on time & settle in before lecture begins.
- Do not talk with others during lectures or while others are speaking.
- Do not pack up your belongings before the end of class—doing so makes it difficult for others to hear, think, and concentrate.
- Respect others' rights to hold opinions and beliefs that differ from your own. Challenge or criticize the idea, not the person.
- If you are offended by something or think someone else might be, speak up.
- Support your statements. Use evidence and provide a rationale for your points.

Professor Long will check and respond to course-related email **ONLY VIA BCOURSES** Monday through Friday during normal business hours. Expect a response within 24 to 48 hours. (Therefore, do not wait until the last minute to email the professor regarding assignments. An email sent on Friday or on the weekend will not be read until the end of the day on Monday; a reply may not be sent until the end of the day on Tuesday.) If you decide to email the professor, please be courteous, professional, and formal. If you email with a question that is answered clearly in the syllabus, or if your email is overly informal, Professor Long may not respond to your email.

Accommodations: Please let the professor know within **the first two weeks of the start of the semester** of any special accommodations that you will need due to learning disabilities, religious practices, intercollegiate athletics, physical requirements, medical needs, etc. Accommodations will be discussed discretely.

Academic Integrity: As a student at Berkeley, you are expected to adhere to the standards and policies. If you are unsure about the expectations for completing an assignment or taking a test or exam, be sure to seek clarification beforehand.

All suspected violations of the *Code* will be handled according to University policies. Sanctions for academic misconduct may include a failing grade on the assignment, reduction in your final course grade, a failing grade in the course, among other possibilities.

Plagiarism is defined as presenting someone else's work, including the work of other students, as one's own. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged, unless the information is common knowledge. What is considered "common knowledge" may differ from course to course.

- a. A student must not adopt or reproduce ideas, opinions, theories, formulas, graphics, or pictures of another person without acknowledgment.
- b. A student must give credit to the originality of others and acknowledge indebtedness whenever:
 1. Directly quoting another person's actual words, whether oral or written;
 2. Using another person's ideas, opinions, or theories;
 3. Paraphrasing the words, ideas, opinions, or theories of others, whether oral or written;
 4. Borrowing facts, statistics, or illustrative material; or
 5. Offering materials assembled or collected by others in the form of projects or collections without acknowledgment.

Intellectual Property and Commercial Use: All of Professor Long's lecture materials, handouts, syllabi, assignments, etc. are protected by copyright. Lecture recording, paid transcription, sale, and/or any commercial use of these materials are strictly prohibited. Students who engage in such activities will fail the course.

Schedule of Class Topics

Overview

1. Introduction: Globalization and Health/Environment Basics
2. Why does Globalization Matter?

A Global Risk and Inequality Map

1. Non-Communicable Diseases on the Horizon
2. Food Systems and Cardiovascular Diseases
3. The Burden of Infectious Diseases
4. New Problem: HIV/AIDS
5. Old Issues: Tuberculosis and Malaria

Cross-Cutting Global Themes

1. Cultural Meanings and Knowledge
2. Economics of Health Policy
3. Politics of Violence and Conflict
4. The Ties of Global (Bio)capital: Pharmaceutical Commerce

Schedule of Readings

Week 1: Jan 22 & 24

INTRODUCTION: GLOBALIZATION AND HEALTH/ENVIRONMENT BASICS

1. Jeffrey P Koplan, et al. 2009. "Towards a Common Definition of Global Health." *The Lancet* 373: 1993–1995.

Week 2: Jan 29 & 31

WHY DOES GLOBALIZATION MATTER?

1. Adamson, Peter. 2013. "Child Well-Being in Rich Countries: A Comparative Overview." United Nations International Children's Emergency Fund Office of Research.
2. Spiegel, Jerry, Ronald Labonte, and Aleck Ostry. 2004. "Understanding Globalization as a Determinant of Health Determinants." *International Journal of Occupational Environmental Health* 10: 360-367.

Week 3: Feb 5 & 7

NON-COMMUNICABLE DISEASES ON THE HORIZON

1. Alwan, Ala and David MacLean. 2009. "A Review of Non-Communicable Disease in Low- and Middle-Income Countries." *International Health* 1 (1): 3-9.
2. Campbell, Nancy. 2013. "Why Cannot They Stop? A Highly Public Misunderstanding of Science." Pp. 238-62 in *Addiction Trajectories*. Duck University Press.
3. Bollyky, Thomas. 2011. "Developing-World Lung Cancer: Made in the USA." *The Atlantic*.

Week 4: Feb 12 & 14

FOOD SYSTEMS AND CARDIVASCULAR DISEASES

1. Swinburn, Boyd, et al. 2011. "The Global Obesity Pandemic: Shaped by Global Drivers and Local Environments." *Lancet* 378: 804-14.
2. Blouin, Chantal, Mickey Chpra, and Rolph Hoeven. 2009. "Trade and Social Determinants of Health." *Lancet* 373: 502-507.

Week 5: Feb 19 & 21

THE BURDEN OF INFECTIOUS DISEASES

1. Morens, David, Gregory Folkers, and Anthony Fauci. 2004. "The Challenge of Emerging and Re-Emerging Infectious Diseases." *Nature* 430: 242-249.
2. Matthew Sparke, and Dimitar Anguelov. 2012. "H1N1, Globalization and the Epidemiology of Inequality." *Health Place* 18 (4): 726-736.

Week 6: Feb 26 & 28

New Problem: HIV/AIDS

1. Gillespie Stuart, et al. 2009. "Is Poverty or Wealth Driving HIV Transmission?" *Livelihoods, Food and Nutrition Security: Findings from Renewal Research*: 1-2.
2. Underwood, Carol, et al. 2011. "Structural Determinants of Adolescent Girls' Vulnerability to HIV: Views from Community Members in Botswana, Malawi and Mozambique." *Social Science & Medicine* 73: 343-350.
3. Mojola, Sanyu. 2014. "Chapter 5 School and the Production of Consuming Women." Pp. 112-149 in *Love, Money, and HIV: Becoming a Modern African Woman in the Age of AIDS*. University of California Press.

Week 7: Mar 5 & 7

Old Issues: MALARIA AND TUBERCULOSIS

1. Packard, Randall M. 2007. "Chapter 3 A Southern Disease." Pp. 83-98 in *The Making of a Tropical Disease: A Short History of Malaria*. Johns Hopkins University Press.
2. Kehr, Janina. 2012. "Blind Spots and Adverse Conditions of Care: Screening Migrants for Tuberculosis in France and Germany." *Sociology of Health & Illness* 34: 251-65.

Week 8: Mar 12 & 14

ECONOMICS OF HEALTH MARKET

1. George, Sheba. 2016. "'Real Nursing Work' versus 'Charting and Sweet Talking': The Challenges of Incorporation in US Urban Health Care Settings for Indiana Immigrant Nurses." Pp. 133-152 in *Bodies Across Borders: The Global Circulation of Body Parts, Medical Tourists and Professionals*. Routledge.
2. Twine, France Winddance. 2015. "Google Babies: The Global Market in Eggs and Sperm." Pp. 35-45 in *Outsourcing the Womb: Race, Class and Gestational Surrogacy in a Global Market*. Routledge.

Week 9: Mar 19 & 21

MIDTERM REVIEW AND EXAM

Spring Recess

Week 10: Apr 2 & 4

CULTURAL MEANINGS AND KNOWLEDGE

1. Holmes, Seth. 2013. "Chapter 5 Doctors Don't Know Anything." Pp. 111-154 in *Fresh Fruit, Broken Bodies: Migrant Farmworkers in the United States*. University of California Press.

2. Yan Long and Lydia Li. 2015. "How Would We Deserve Better?' Rural-Urban Dichotomy in Health-Seeking for the Chronically Ill Elderly in China." *Qualitative Health Research* 7: 1-16.

Week 11: Apr 9 & 11

GENDER, VIOLENCE AND CONFLICT

1. Moore, Ann, et al. 2010. "Male Reproductive Control of Women Who Have Experienced Intimate Partner Violence in the United States." *Social Science & Medicine*.
2. Moyer, Melinda. 2017. "More Guns Do Not Stop More Crimes, Evidence Shows." *Science America* October 1.
3. Farmer, Paul. 1997. "On Suffering and Structural Violence: A View from Below." Pp. 261-285 in *Social Suffering*. University of California Press.

Week 12: Apr 16 & 18

THE TIES OF GLOBAL (BIO)CAPITAL: AND PHARMACEUTICAL COMMERCE

1. Halliburton, Murphy. 2017. "Introduction." *India and the Patent Wars*. Cornell University Press.
2. Crane, Johnna. 2013. "Chapter 3 The Turn towards Africa." Pp. 80-108 in *Scrambling for Africa: AIDS, Expertise, and the Rise of American Global Health Science*. Cornell University Press.

Week 13: Apr 23 & 25

GROUP PROJECT PRESENTATION

Week 14: April 30 & May 2

GROUP PROJECT PRESENTATION

Week 15: May 7 & 9

REVIEW WEEK

Week 16: May 16

FINAL EXAM (3:00-6:00 pm)