

University of California, Berkeley
Department of Sociology
Sociology 190: Global Health & Social Justice
Spring 2023 | 4 Units

COURSE SYLLABUS

Instructor:

Jennifer Templeton Dunn

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Office:

Social Sciences Building

Office Hours:

In person office hours on Thursdays after class from 12:30-3:00.

Other days and times over Zoom.

Class Hours & Location:

Wheeler Hall

Thursdays 10:10-12:00

COURSE DESCRIPTION

The goal of this course is to introduce important concepts, perspectives, and trends in global health. We will examine different frameworks for studying and understanding global health and consider the emerging role of sociology in global health studies. In Part I, we will consider definitions of global health and the role of sociology in the study of global health. Part II will cover the organization and history of the United Nations and the formation of the World Health Organization. In this same module, we will study the right to health framework, focusing on social movements and legal strategies relating to HIV/AIDS, maternal health and mortality, and abortion. In Part III, we will consider theories and frameworks for studying global health, focusing on connections between power, colonialization, and health. In Part IV, we turn our attention to global security, comparing historical and contemporary responses to infectious disease. We will examine how COVID-19 exposed and exacerbated health disparities and inequality within the United States and between nations. Finally, time permitting, we will dip into a discussion of health systems as a means of studying health inequities within and between nations.

STUDENT LEARNING OUTCOMES

- Introduce key concepts and frameworks used in examining global health.
- Understand the role of sociology, theory, and social science research in the study of global health.
- Develop an understanding of the history and role of the United Nations and World Health Organization.
- Understand the role of social movements in health and health care.
- Learn about historical and contemporary responses of individuals, communities, states, and nations to infectious disease and contemporary responses to the COVID-19 pandemic.
- Understand why sociologists study and compare national health systems as a means of identifying and addressing health disparities.

SUMMARY OF ASSIGNMENTS & COURSE DEADLINES

Please submit all assignments over bCourses, unless otherwise instructed. Remember to put your name on the first page of your assignments. Title your submissions with your name and the assignment name or number. All assignments are due at 11:59pm on the Tuesday before class, unless otherwise noted (Week 3 would be Tuesday, February 4th).

Your final grade will be based on the timely submission of assignments leading up to your paper (45%), your final paper (40%), self-assessment (5%), and class participation and attendance (10%).

DUE DATE	ASSIGNMENT	POINTS
January 19th Before first class	Assignment #1: Bring an Article or Image on Current Event. Submit via email or bCourses.	Ungraded Assignment.
January 24th	Assignment #2: Brainstorming Memo	5 pts. Week 2.
Feb 2nd Due after library session	Assignment #3: Stack Browsing Exercise	5 pts. Week 3.
Feb 16th	Assignment #4: Mini-Literature Search and Annotated Bibliography	5 pts. Week 5.
Feb 23rd	Assignments #5: Paper Topic Bring copy of paper topic to me at the start of class and upload to bCourses.	5 pts. Week 6.
Feb 26th	Assignment #6: Literature Review or Background Section	5 pts. Week 7
March 5th	Assignment #7: Paper Proposal	5 pts. Week 8.
Exchange papers by April 4th	Peer Review Exercise *Submit your draft paper or introduction + paper outline to your group.	5 pts. Week 12. Prepare for peer review
April 6th in class and by email	Assignment #8: Peer Review Exercise Provide written and in person feedback to students in your peer group. Copy me on peer emails.	5 pts. Week 12.
April 13th April 20th April 27th	Assignment #9: Informal Project Presentations	5 pts. Last 3 class sessions
Due May 8th	Assignment #10: Self-Assessment	5pts.
Due May 8th	Final Paper	40pts.

LATE ASSIGNMENTS

Grading and Late Assignments: Assignments will be graded based on timely completion. For Assignments 2-7, late assignments will be penalized 1 point for each 72 hour period they are late for a maximum penalty of 3 points per assignment.

ASSIGNMENT INSTRUCTIONS

Assignment 1. Article or Image on Current Event

Your first class assignment is to find an article, abstract, or image on a current issue or event related to global health (broadly defined). Please submit to me through bCourses (as a link, attachment, or in text) by 5pm on the day before class. Students will share the current event or issue with the class. For students who do not yet have access to bCourses, you may email me the assignment at jenniferdunn@berkeley.edu. This initial assignment does not count toward your final grade.

Assignment 2. Brainstorming Memo

There are two ways you can approach this assignment: (1) you can write about two possible directions to take within your area of interest if you have already narrowed down the general subject matter of your research paper or (2) you can write about two possible areas of interest (max. 250 words).

Assignment 3. Stack Browsing Exercise

Before our library session, use the library website to find the call numbers of 2 books on your topic (try to find books in either Moffitt or Main library). After our library session, go and find your books and browse through the books located in the surrounding stacks. When you have found your richest stack of relevant literature, upload a selfie to document your library discovery and upload to bCourses.

Assignment 4. Mini-Literature Search and Annotated Bibliography

After brainstorming potential topics, spend some time conducting a literature search in your area of interest (if you wrote about two potential research directions in assignment 1, please focus on only one of the subjects for this mini-literature review). Identify at least five (5) academic articles or books you found in your search – delving deeper into the sources that most interest you. Identify your sources using full citation (ASA preferred but APA, MLA, etc. is fine if consistent). Prepare a 1-2 sentence summary of each source and how it relates to your topic or thesis. Please identify how you conducted your search (in person library, library website, google scholar...). Check out the UC Berkeley Libraries [resources for sociology students](#).

Assignment 5. Paper Topic

Please provide a summary of your paper topic (approximately 250 words). This should include the question or argument you are pursuing and any questions you may have. In addition to bringing me a copy of your paper topic in class, please submit your topic (or revised topic) to bCourses.

Assignment 6. Literature Review or Background Section

Build upon assignment #4 to *draft* a literature review or background section for your course paper. Use a minimum of 8 sources for this exercise, with at least 5 from academic or peer

reviewed journals or books. This section will change as you edit and revise your paper and topic, but think of this as a head start on drafting the final paper.

Assignment 7. Paper Proposal

Please submit a proposal (750 to 1,000 words) for your final paper. This assignment builds upon your original paper topic. Submissions must clearly identify the thesis and include an outline of key points, listing the evidence or sources you may rely on. Students may use this assignment to prepare a draft introduction to their final paper (same guidelines apply – you must have a thesis). Some students will have completely shifted their topic or focus between paper topic and paper proposal and this is absolutely fine, and is an expected part of the writing process for many writers. Narrowing your topic, drafting a thesis, and developing a paper is a process that is not always linear.

Assignment 8. Paper Draft and Peer Review Exercise

To prepare for this assignment, students will form or be assigned peer review groups of 3-4 students by Week 11. Students will contact their groups outside of class to exchange and review draft papers (or an introduction + outline of your paper). Deliver your comments on the other students' drafts through written feedback (email) and in class modalities. Students will have class time to meet with their groups, exchange feedback, and talk through obstacles. You will receive credit for this assignment based on submitting a draft to your peers and for providing feedback on other students' work.

Assignment 9. Project Presentations

Presentations will take place during the last two class sessions. This is intended to be a low pressure assignment where students share their own research while learning about global health topics not otherwise covered in class. Students who do not want to present in class may develop an alternative assignment in consultation with the instructor. More information on the assignment will be provided in class.

Assignment 10. Self-Evaluation

You will turn in a self-evaluation. In this final assignment, you will assess your final paper based on the writing rubrics. We will go over the self-assessment tool during class.

FINAL PAPER

Your final project for this course will be a paper of approximately 15-20 pages (minimum of 4,000 words, excluding cover page) that analyzes a topic related to global health that you will select in consultation with the instructor. This research paper is the centerpiece of this course. It is an opportunity for you to investigate and write about a topic you care about and to draw on what you have learned in this course and throughout your experience as a sociology major. The final paper is due on Monday, May 8th at midnight.

Because this is your senior project, I want to be as flexible as possible while also encouraging you to complete a final project that is academically rigorous, intellectually engaging, and personally meaningful. Your paper must have a thesis (it must take a position or present an argument) and you must include in-text citations and a reference list that includes scholarly works. The paper may take several formats. You may use secondary or historical research, apply a theory, delve into the history of a present or past phenomenon, collect your own data, or

prepare a policy paper. **The Appendix to the Course Reader includes instructions and templates for each of these possible paper formats sourced from the UCB Sociology Handbook.** If you intend to submit a paper that includes your own original research (e.g., conducting 3-5 interviews, working with an existing data set, or engaging in 5-8 hours of participant observation in the field), please meet with me to discuss and make a plan to keep it manageable.

Your final paper must include a reference list or bibliography and in-text citations. The Purdue Owl has examples of ASA [reference page](#) formatting and how to include [in-text citations](#). ASA citation style is preferred; however, other citation styles (MLA, APA, Chicago) are acceptable so long as you are consistent.

RESOURCES FOR FINAL PAPERS

I have added a folder to bCourses called “Resources for Final Papers.” This folder includes instructional materials on writing for sociology, including three possible paper formats from the UCB Sociology Department. These materials are also included in the Appendix to your Reader.

GRADING AND ATTENDANCE

Your final grade will be based on the timely submission of assignments (45%), your final paper (40%), self-assessment (5%), and class participation and attendance (10%).

To receive credit for the seminar, you must attend class, actively participate in class discussion, turn in required assignments on time, and complete a final paper. Class participation includes being prepared to discuss the reading with the class and in break out groups. Participation also includes active and supportive listening.

I recognize that these are unusual times. While attendance is important, please take care of yourself and stay home if you are ill or have been exposed to COVID-19. Contact me if you will miss more than one class or need additional time due to illness or other excused absences.

DSP PROGRAM

This course is intended for all UC Berkeley students, including those with mental, emotional, physical, or cognitive disabilities, illnesses, injuries, impairments, or any other condition that can negatively impact equal access to education. If, at any point in the semester, you find yourself not able to fully access the space, content, and experience of this course, you are welcome (but not required) to contact me. I also recommend reaching out to the Disabled Students’ Program to discuss your individual accommodation needs. If you have a diagnosis, DSP can help you document your needs and create an accommodation plan. By making a plan through DSP, you can ensure appropriate accommodations without disclosing your condition or diagnosis to your instructors.

ACADEMIC DISHONESTY

Academic dishonesty includes cheating and plagiarism. Cheating is collaboration with other students on papers and exams. Plagiarism includes turning in any work that is

not your own as well as improper or missing citations of others' works. As a student of the University of California, you are bound by the [Code of Academic Conduct](#). Cases of cheating or plagiarism will result in a referral to The Center for Student Conduct and a failing grade for that assignment.

LIBRARY RESOURCES

The UC Berkeley Library has some excellent resources and search tools if you are interested in learning more about the following topics and disciplines:

- [Human Rights](#)
- [Public Health](#)
- [Data on Reproductive and Sexual Health](#)
- [Quick Start Sociology](#)

I highly recommend using the following library research tools for students:

- [Research 101](#)
- “[Getting Started](#)” will take you to a google form for a step by step library search. This can be completed and submitted in place of the mini literature review or the annotated bibliography (See Assignments #4 or #6).
- [Library Guides by Subject](#)

THEORIES AND PERSPECTIVES: SOCIOLOGY OF HEALTH AND MEDICINE

There are many lenses through which to study and understand global health inequity. The following are recommended materials covering the subfields of medical sociology, social epidemiology, political sociology, and the role of these sociology-aligned disciplines in studying health inequities. These materials are included on bCourses.

- Beckfield, Jason. 2018. “Introduction.” Pp. xxi-xxx in *Political Sociology and the People's Health*. Oxford University Press. (Includes theories and frameworks for students and researchers interested in examining connections between the social organization of power and health inequality).
- Harris, Joseph and Alexandre White. 2019. “The Sociology of Global Health: A Literature Review.” *Sociology of Development* (Pp. 9-11 only). (Describes emergence of sociology of global health and its connections to sociology of medicine and sociology of development).
- Noy, Shiri. 2019. “An emergent sociology of global health and development: An introduction.” *Sociology of Development* 5(1). 1-8. (Describes sociology of global health and its connections to sociology of development).
- Weiss, Gregory and Denise Copelton. 2021. “Ch 1: Introduction.” Pp. 1-13 in *The Sociology of Health, Healing, and Illness*. (Introduces the history and emergence of subfields of medical sociology, examples of topics studied, and examples of research questions).
- Weiss, Gregory and Denise Copelton. 2021. Ch. 3: Social Epidemiology.” Pp. 40-45 in *The Sociology of Health, Healing, and Illness*. (Describes the field of social epidemiology and the role of epidemiology in the study of infectious disease).

COURSE MATERIALS

We will be using a course reader, “Global Health & Social Justice”. You can pick up the Reader at Copy Central at 2411 Telegraph Avenue or order it online. Some of the longer excerpts and articles in the reader have been edited and reduced in length from the original version. All readings will also be available on the bCourses site as links or pdf. Please note the assigned page numbers below (“Reader pp. ____”). If you rely on PDFs from bCourses, you should print them out so that you can annotate the assigned pages.

I have included some additional resources in the reader and on bCourses for students interested in learning more about a particular topic or a subject not covered in the class.

Please note that you are only required to read the materials listed as “Assigned Reading” in the Syllabus.

COURSE SCHEDULE

PART ONE: WHAT IS GLOBAL HEALTH?

Discussion Questions:

1. What is global health? How is it different from public health? International health?
2. What is the role of sociology in global health studies? How can we use sociology to study and address health inequalities?
3. How is the sociology of global health different from medical sociology, social epidemiology, public health, and global development? Is it different?
4. Why are we studying global health?

Week 1. January 19, 2023

First Class and Introductions

In our first class, we will engage in introductions and review the syllabus and assignments. We will also begin to discuss the various frameworks for studying and understanding global health problems and consider the emerging role of sociology in global health studies.

Today’s Assignment:

Your first class assignment is to find an article, abstract, or image on a current issue or event related to global health (broadly defined). Please submit to me through bCourses (as a link, attachment, or in text) by 5pm on the day before class. For students who do not yet have access to bCourses, you may email me the assignment at jenniferdunn@berkeley.edu. Students will share the current event or issue with the rest of the class. This initial assignment does not count toward your final grade.

Assigned Reading: Reader, pp. ____

- Koplan, Jeffrey, et al. 2009. "Towards a Common Definition of Global Health." *The Lancet* 373:1993–1995. [2 ½ pages. I will provide a copy in class for students unable to access the materials before class]

- Farmer, Paul, Jim Yong Kim, Arthur Kleinman, Matthew Basilio. “Introduction: A Biosocial Approach to Global Health.” Pp. 1-14 from Farmer, Paul. 2013. *Reimagining Global Health*. University of California Press.

PART TWO: INSTITUTIONS, RIGHTS, AND SOCIAL MOVEMENTS

Discussion Questions:

1. What is the role of courts, law, organizations, groups and civil societies?
2. Who should be defining rights and deciding resource priorities? Does your answer change in under resourced versus wealthy nations?
3. How should we approach the right to health? Is it a legal right? A human right? A moral right?
4. How should we claim or enforce a “right to health”?

Week 2. January 26, 2022

Institutions and Global Health Governance

Today’s class will begin with a lecture on the formation of the UN and WHO; the UN Charter and Declaration of Human Rights; the Millennium Development Goals (MDGs); and the transition to the Sustainable Development Goals (SDGs).

Please explore the following online resources before we meet:

- For more on the WHO: www.who.int
- What are the [Sustainable Development Goals](#)?
- “[What are human rights?](#)” UN High Commissioner for Human Rights.
- The UC Berkeley library has some excellent online resources if you are interested in learning more about [human rights](#) for your research or course paper.

Assigned Reading: Reader, pp. _____.

- Beckfield, Jason. 2018. “World Polity.” Pp. 27-32 in *Political Sociology and the People’s Health*. Oxford University Press.
- Jost. 2020. “The Right to Health and Its Implementation.” Pp. 1-6 in *Readings in Comparative Health Law and Bioethics*.

Recommended:

For students interested in further reading on global health law, international law, and development of the right to health

- Direct [links to human rights instruments](#) that provide the framework for international human rights law.
- Gostin & Taylor. 2008. “Global Health Law: A Definition and Grand Challenges.” [bCourses]

Week 3. February 2nd

Library Research 101 - Meet at Moffit Library

Introduction to research and library resources with Ann Glusker, the librarian assigned as liaison to the Sociology Department. We will review tools and techniques for research using the library stacks and electronic databases.

Assigned Reading:

- Explore the UC Berkeley Library resources through [Library Research 101](#).

Assignment 1. Stack Browsing Exercise

Before our library session, use the library website to find the call numbers of 2 books on a topic of potential interest (try to find books in either Moffitt or the Main library). After our library session, go and find your books and browse through the books located in the surrounding stacks. When you have found your richest stack of relevant literature, upload a selfie to bCourses to document your discovery.

Week 4. February 9th

Right to Health and Social Movements - HIV/AIDS

Assigned Reading: Reader, pp. _____.

- Annas, George. 2003. "The right to health and the nevirapine case in South Africa." *New England Journal of Medicine* 348:750.
- Brown, Phil, Crystal Adams, Rachel Morello-Frosch, Laura Senier, and Ruth Simpson. 2010. "Health social movements." *Handbook of medical sociology* 380.
- Basilio, Matthew, Vanessa Kerry, Luke Messac, Arjun Suri, Jonathan Weigel, Marguerite Thorp Basilio, Joia Mukherjee, and Paul Farmer. 2013. "Chapter 12. A movement for global health equity? A closing reflection." Pp. 340-354 in Farmer, Paul. *Reimagining Global Health*. University of California Press.

Week 5. February 16th

Right to Health – Maternal Health and Abortion

Lecture: today's class will begin with a discussion of legal frameworks and how lawyers and activists use the right to health in treaties, constitutions, and cases to frame and address maternal health and access to abortion.

Assigned Reading: Reader, pp. _____.

- Dunn, Jennifer Templeton, Katherine Lesyna, and Anna Zaret. 2017. "The role of human rights litigation in improving access to reproductive health care and achieving reductions in maternal mortality." *BMC pregnancy and childbirth*.
- McReynolds-Pérez, Julia. 2017. "No doctors required: lay activist expertise and pharmaceutical abortion in Argentina." *Signs: Journal of Women in Culture and Society* 42, no. 2: 349-375.

Week 6. February 23rd

Paper Topics; form peer writing groups; discuss final paper assignment; catch up

Paper Topics are due at the start of this class session. Bring 2 copies of your Paper Topic to class. 1 to submit at start of class and the other to assist in group discussions. Please also submit your paper topic to bCourses so that you can receive credit.

Assigned Reading: Links below and Reader, pp. _____.

- Read "What is a Thesis Statement?" from [Writing for Sociology](#), p. 57-61.
- Look over the table of contents in [Writing for Sociology](#). Pick another section or chapter that you think could be helpful for course papers.

Resources for the final research paper are included in the Appendix to the Course Reader, including information on writing a thesis statement and preparing a paper outline.

Recommended Reading: [How \(and Why\) to Write a Literature Review](#)

PART THREE: HEALTH, POWER, AND STRUCTURAL VIOLENCE

Discussion Questions:

1. Who is Paul Farmer and what is his contribution to global health?
2. According to Paul Farmer and his co-authors, why is social theory critical to the study of global health?
3. De Maio identifies the following concepts or theories often found in Farmer's work: (1) structural violence, (2) "geographically broad and historically deep" analysis, and (3) liberation theory. What are these 3 concepts, how do they relate to "global health" and how do they relate to the topics discussed in this class?
4. How does Chandra Mohanty connect feminism, colonialism, and capitalism? How does she situate herself within this framework?
5. What do you think about research conducted in countries and communities with limited resources? Consider this question in light of the reading on "Colonizing Research," specifically the AZT Trials in Africa, the Pfizer Trovan Study, and the research on Syphilis conducted in the U.S. and Guatemala.
6. How does Harriet Washington connect her historical research on Black Americans and with the current research relationships between wealthy countries and countries with limited resources?

Week 7. March 2nd

Paul Farmer: Global Health, Structural Violence, and Social Theory

Assigned Reading: Reader, pp. _____.

- Farmer, Paul, Jim Yong Kim, Arthur Kleinman, Matthew Basilio. "Ch.2 Unpacking Global Health: Theory and Critique." Pp. 14-32 from Farmer, Paul. 2013. *Reimagining Global Health*. University of California Press.
- Farmer, Paul "An Anthropology of Structural Violence" (Read pages 305-307 and 323).

Recommended Reading:

- Farmer, Paul. "Structural Violence and Clinical Medicine." [bCourses]
- De Maio, Fernando. 2015. "Paul Farmer: Structural violence and the embodiment of inequality." [De Maio presents Paul Farmer's biography and a summary of Farmer's theoretical and methodological contributions to the field]

Week 8. March 9th

Capitalism, Colonialism, and Health

Assigned Reading: Reader, pp. _____.

- "Chapter 3: Colonial Medicine and Its Legacies" from Paul Farmer, *Reimagining Global Health*.

- Mohanty, Chandra Talpade. 1984. "Under Western eyes: Feminist scholarship and colonial discourse." *Boundary 2* 12(3): 333-358.

Recommended Reading:

- Gore, Radhika & Richard Parker. 2019. "Analysing power and politics in health policies and systems," *Global Public Health*. 14:4. 481-488.
- Mohanty, Chandra Talpade. 2003. "'Under Western eyes' revisited: Feminist solidarity through anticapitalist struggles." *Signs* 28(2): 499-535. [bCourses only]

Week 9. March 16th

Colonizing Research

We will discuss research ethics in low resourced countries in light of the following case studies:

- Syphilis research in Guatemala and Tuskegee
- Pfizer Trovan Study in Nigeria
- AZT trials in Africa

Assigned Reading: Reader, pp. _____.

- Breault, Joseph L. "Protecting human research subjects: The past defines the future." *Ochsner Journal* 6, no. 1 (2006): 15-20.
- Furrow et. al. "Regulation of Research Involving Human Subjects." *Bioethics: Health Care Law and Ethics*.

Also choose between the following 2 options:

- **Listen** to the [Interview](#) with Harriet Washington on her book *Medical Apartheid*. Starts at 17:00.
- **OR Read** Washington, Harriet A. 2006. "Introduction" (pp. 1-22) and "Africa: Continent of Subjects" (pp. 389-396) in *Medical Apartheid: The Dark History of Medical Experimentation on Black Americans from Colonial Times to Present*. [available on bCourses]

PART FOUR: COVID-19 PANDEMIC

Week 10: March 23rd

Global Security, Covid-19, and Pandemic Response

We will have a guest speaker for today's class session. The reading assignment and preparation for this class session may change.

Recommended Reading: Reader, pp. _____.

- Gostin. 2021. Introduction, Ch. 1, and Ch. 7 from *Global Health Security: A Blueprint for the Future*. Cambridge, MA and London, England: Harvard University Press.
- Jost, Timothy. 2020. "Chapter 4: The Rights of the Individual and the Interests of Society." *Readings in Comparative Health Law and Bioethics*.
- Laster Pirtle, Whitney N. 2020. "Racial capitalism: A fundamental cause of novel coronavirus (COVID-19) pandemic inequalities in the United States." *Health Education & Behavior* 47(4): 504-508.

Week 11: Spring Break March 27-31

Week 12: April 6TH

Peer Review

Students will share their paper topics and progress with the class. We will go over Final Paper Requirements. Students will engage in the Peer Review Exercise

Week 13. April 13TH

Catch Up and Check In; Project Presentations

Week 14. April 20TH

Project Presentations

Week 15. April 27TH

Project Presentations.

Time Permitting, we will watch the PBS Frontline documentary, “[Sick Around the World](#)” based upon the book, *The Healing of America* by T.R. Reid.

Assigned Reading:

- Check out how the U.S. health care system compares to other countries: [Mirror Mirror 2021](#). Commonwealth Fund.

Week 16. Review Week May 1-5

Final Paper Due Monday, May 8th