Faculty Advisor(s)
Art Reingold

Facilitator(s)
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Prerequisites
- A curiosity for global health infrastructure.
- The DeCal will meet once a week for one 1-hour class session. Attendance is mandatory. Students are expected to participate in group presentations, discussions, and complete the out-of-class readings and reflections.

Course Description
The purpose of this course is to engage students in active and informed discussion regarding the interdisciplinary field of Global Health. The course will explore and explain the various social, political, and cultural underpinnings of health issues. Understanding the functional tools behind delivering sustainable health care and ensuring equity in treatment involves examining global health through the frameworks of its individual disciplines. Simple terms such as "aid" and "development" need to be examined in the context of their colonial roots as well as their place in the 21st century.

This course involves studying the work of current pioneers in global health as well as the various disciplines that contribute to it, including but not limited to anthropology, social medicine, sociology, health economics, and political science. Social literature and history will be taught alongside current medicine and research. Each work will be examined with the goal of ultimately equipping students with the tools to investigate current health care and development models from a holistic standpoint and encourage an understanding that will bolster their contributions to social justice in health care.

In the interest of encompassing all of Partners In Health's mission, the course contains a section on advocacy, which will give students the knowledge and tools needed to make a change in the political arena and get their voices heard.

Although there will be lecture and reading material posted after class, the focus of this class will be on collaborative presentations and open discussions, as well as reflection papers; students will be expected to maintain a strong dialogue with their peers as well as the instructor.

Course Grading
A passing grade is 70%; make-up work will be assigned as needed.

- Participation/Attendance 30%
- Simulation 15%
- Reflection Papers (5% each) 30%
- Other Group presentations/assignments 25%

**Attendance**
Attendance is mandatory. If you need to be excused due to an emergency, notify the facilitators before the class period(s) you will miss. Attendance will be taken by sign-in sheet every day 2 minutes after Berkeley Time. Three or more unexcused absences may result in a **No Pass**. Make-ups for unexcused absences include a written paper of the instructor's choice, to be determined.

**Participation**
Student’s participation grade will consist of both the student’s contribution to group problem-solving sessions and discussions, as well as overall in-class participation. Readings that relate to the lecture material will be posted every week, either over social media or email. Although they will never be checked, students are strongly encouraged to do the readings as they will be referenced in class, and can affect a student’s ability to contribute to discussion. There will be 1-2 hours of reading per week.

**Simulations and Other Group Presentations**
The majority of the class will consist of small group presentations and discussions in addition to lecture; this is where much of the out-of-class work will originate from. Students are expected to make contact with other students and set aside the necessary work time to be prepared for presentations in class. Students will also be expected to complete several small individual projects in class, relating mainly to advocacy and specific real-world initiatives.

**Reflection Papers**
Every other week, students will be expected to turn in a reflection paper, detailing what was discussed in class as well as what the student got out of the reading for the week. These papers will give students a chance to organize their thoughts, gain participation points, and can facilitate discussion for the next class, as well as providing feedback for the instructors.

**Schedule**

<table>
<thead>
<tr>
<th>Week</th>
<th>Course Content</th>
<th>Reading Material</th>
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| 1    | *What is Global Health?*  
  • Introductions and ice breakers | Excerpt from *Mountains Beyond Mountains* |
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<tr>
<td></td>
<td>Outlining the syllabus, course content, and expectations</td>
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<td>Definitions discussion?</td>
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| 2 | **Social Theories I: The Sociology of Knowledge**  
- The Necessity of the Biosocial Approach  
- EXP: The Tuskegee Syphilis Experiments | **cdc Tuskegee timeline**  
- CDC website  
- 3 pages  
- **How did social medicine involved, and where is it heading?**  
- PLOS medicine  
- 20 pages |
|   | Reflection Paper 1 due |   |
| 3 | **Social Theories II: Biopower**  
- EXP: China’s One Child Policy and group discussions | **’How the Chinese Government Profits from the One-Child Policy’**  
- The Atlantic  
- 5 pages  
- **’In Praise of China’s One Child Policy’**  
- Huffpost  
- 5 pages  
- **’China’s Barbaric One-Child Policy’**  
- The Guardian  
- 10 pages  
- **Ageing China: Changes and Challenges**  
- BBC  
- Infographics |
|   |   |   |
| 4 | **Social Theories III: Social Suffering**  
- Discussing bioethics; why do we care about social suffering?  
- Burden of disease  
- EXP: AIDS Epidemic, Penelope can bring in person experience | **Everyday Violence…..**  
- Youtube  
- 25 minutes  
- graphs with economic/disease disparities  
- CDC  
- Infographics |
|   | Reflection Paper 2 due |   |
| 5 | **The Millennium Development Goals and Sustainable Development Goals**  
- PowerPoint lecture  
- how economy affects global health goals/ resource allocation  
- Intro to letter to the editor discussion | **UN Millennium Project**  
- UN website  
- Look at graphic sheet for all 8 goals  
- **UN SDG**  
- UN website  
- infographics  
- **The Guardian SDG** |
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<th>Page</th>
<th>Activity</th>
<th>Notes</th>
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| 6    | What can you do? | - Letter to the editor work time
- Congressional visit discussion

- Research on Current event/issue
  - Letter toolbox
    - 5 pages

| 7    | Timeline Pt. I: Colonial Medicine | - The colonial roots of public health
- Focus on the native image
- Sociology
- Racism in colonial and modern medicine
- Talk about justification of colonialism

- 'The White Man's Grave: Scenes on the West Coast of Africa'
  - 9 pages

- A Harvest Out of Reach
  - Film, ~10 minutes

Reflection Paper 3 due |
|------|----------|-------|
| 8    | Timeline Pt. II: Medicine Innovates | - The Germ Theory changes how we approach medicine
- Vector, distribution of blame, cholera?
- Discuss BBC movie

- 'The Deadly Fever' (start 3:57)
  - 50 minutes
  - American Experience |
|------|----------|-------|
| 9    | Congressional Visit Simulation | Research for congressional visit

- Barbara Lee Bio
  - Congresswoman Barbara Lee
    - 5 pages

- Reach Every Mother and Child
  - Congress.gov
    - 5 pages- skim

- PEPFAR
  - Pepfar.gov
  - Explore, get a sense of the plam

Reflection Paper 4 due |
|------|----------|-------|
| 10   | Timeline Pt. III: Two Approaches to Disease Control | - Comparing and contrasting the WHO's approach to Malaria and Smallpox
- Talk about violence and coercion in cholera and smallpox control
- The 3-by-5 Initiative
- The McKeown Hypothesis

- WHO page
  - WHO 3 by 5 website
    - 1 page

- 'Let's Learn from Global Health Failures
  - New York Times website
    - 5 pages |
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<tr>
<td>11</td>
<td>Simulation Pt. I</td>
<td>Research on Marshall Islands</td>
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<td>12</td>
<td>Dissecting a Recent Global Health Challenge:</td>
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<td>- Discuss the ebola epidemic</td>
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<td>13</td>
<td>Simulation Pt. II</td>
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<td>- Group Presentations</td>
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<td>14</td>
<td>Guest Speaker</td>
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<td>- Guest speaker TBD</td>
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- Introducing the prompt, in-class discussion
- Groups form and find meeting times
- **Reflection Paper 5 due**

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<thead>
<tr>
<th>12</th>
<th>CIA Factsheet</th>
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<tr>
<td></td>
<td>- 10 pages</td>
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<td>- CIA website</td>
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<td>13</td>
<td>The Marshall Islands Are Disappearing</td>
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<td>- 10 pages</td>
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<td>- New York Times</td>
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<td>14</td>
<td>A Ground Zero Forgotten</td>
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<td></td>
<td>- Washington Post</td>
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- **3 Pubmed articles. ex:**
  - Power, fairness, and trust
  - anatomy of an epidemic
  - News media coverage
- Dr. Reingold Interview
  - UC Berkeley Youtube
  - 4 minutes
- *The next outbreak? We’re not ready*
  - Bill Gates Ted Talk
  - 10 minutes
- **US Relations with Marshall Islands**
  - US state department
  - 3 pages
- Independant research

- **Reflection Paper 6 due**

- Reading on Guest Speaker