

# MCB/IB Supplemental Application

## Supplemental Application

TO BE COMPLETED BY STUDENT FACILITATOR(S):

### Student facilitator(s)

Name	Berkeley email address	Major	SID #
Amy zhong	amyzh@berkeley.edu	MCB	3032713478
***Initial here if you would like to be enrolled in MCB/IB 194 for the amount of units your decal is worth.			

Name	Berkeley email address	Major	SID #
Mariko Costantini	maricostantini@berkeley.edu	PB HLTH	3034027455
***Initial here if you would like to be enrolled in MCB/IB 194 for the amount of units your decal is worth.			

\*\*\*Facilitators will be enrolled in MCB/IB 194 on the second week of instruction. You may check your CalCentral to verify your enrollment or drop the 194, if desired.

### Course Information

This course is <input type="checkbox"/> NEW (never taught before) or <input checked="" type="checkbox"/> REPEAT			
of course last taught <u>Fall 2019</u> sem/yr			
Course Title	<u>Social Medicine - Who lives, who dies</u>		
Semester/Year	<u>Spring 2020</u>	<input type="checkbox"/> Permission Only	<input checked="" type="checkbox"/> Schedule Print
Enrollment Cap	<u>20</u>	Special Room Needs (A/V, projector, etc.)	<u>projector</u>
Waitlist Cap	<u>10</u>		
Day/Time	<u>Friday 6:30-9</u>	Alternative Day/Time	<u>Thursday 7-9</u>

TO BE COMPLETED BY THE DEPARTMENT:

Enrollment: <u>20</u>		Waitlist: <u>10</u>				
Section #	98 Class #	198 Class #	Day	Time	Room	Unit
<u>007</u>		<u>20628</u>	<u>F</u>	<u>6:30-8pm</u>	<u>183 Dwinelle</u>	<u>2</u>

## Course Proposal Form for Student-Facilitated Courses Directed Group Study (98 and 198)

Read the instructions on the third page before completing and submitting this form. All fields are required.

Date submitted	10/21/19	
Term to be offered	Spring 2020	
Campus department	MCB	
Course title	social medicine - who lives, who dies	
Course number (check one or both)	<input type="checkbox"/> 98 (LOWER DIVISION)	<input checked="" type="checkbox"/> 198 (UPPER DIVISION)
Number of units	2	ATTACH a COMPLETED UNIT VALUE WORKSHEET (REQUIRED)
Student facilitator name(s) (List all student facilitators, attach an additional sheet if necessary)	Amy Zhong Mariko Costantini <input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	
Student facilitator email address(es)	amyzh@berkeley.edu, maricostantini@berkeley.edu.	
Instructor of record name	Robin Ball	
Instructor of record email address	rwbball@berkeley.edu.	

Answer the first four questions <i>either</i> on a separate sheet or indicate the page number where the answers can be found in your syllabus, and mark your answers to questions five through seven:	Check if on a separate sheet	or indicate syllabus page number
1. What is the nature of the subject matter or content of the course? (Include a weekly schedule that shows topics, readings, and assignments for each week.)	<input checked="" type="checkbox"/>	1
2. What are the key learning outcomes? (What will students be expected to know or be able to do as a result of this course?)	<input checked="" type="checkbox"/>	1
3. What are the methods of instruction (e.g., lecture, discussion, collaborative learning, etc.)?	<input checked="" type="checkbox"/>	1
4. How will student performance be evaluated? (What will students be required to do to pass the class, and how much weight will each requirement have toward the final grade?)	<input checked="" type="checkbox"/>	2
5. Is the faculty sponsor's letter of support attached? (Required) <input checked="" type="checkbox"/> Yes		
6. Which UCFT* training has the student facilitator(s) attended? (All first time student facilitators must undergo training.) <input checked="" type="checkbox"/> Facilitation & Collaborative Learning Strategies Workshop. List date (mm/dd/yy) attended: <u>4/16/19</u> or <input type="checkbox"/> Or other UCFT* organized training (List name and date) _____		
7. Who is the <b>department staff person</b> that the student facilitator(s) has consulted with to verify any required department procedures? Staff name: <u>Maria Park</u>		

\*Undergraduate Course Facilitator Training and Resources

<b>Signatures: My signature below acknowledges my responsibility for and approval of this proposal.</b>	
Student course facilitator(s) 	Date 10/18/19
Instructor of record 	Date 10/18/19
Department chair 	Date 11/4/19

**NOTE:** The sponsoring department is responsible for the academic quality and administration of the course.

See third page for submission instructions.

## WORKSHEET TO CALCULATE WORKLOAD AND RESULTANT UNIT VALUE

Department	MCB
Course Title	Social Medicine – Who Lives, Who Dies
Student Facilitator Name	Amy Zhong, Mari Constantini

The standard of the University of California for determining the unit value of a course is that one unit equals a minimum of three hours of work per week, or at least 45 total hours over a 15-week semester. This work includes time spent in class as well as time spent doing work outside of class. Note that the 15<sup>th</sup> week of instruction is RRR week, and regular classroom meetings are not scheduled.

The worksheet below is intended to aid the student facilitator and instructor of record in developing the course and determining its workload and unit value. Since group study courses can take more than one form, all of the categories below may not be relevant to every course. When adding hours in "Other" type be sure to explain what those hours are for. All work hours should be supported by information in the course syllabus.

Requirement				Total Hours
<b>In-class time</b>	1.5	hours per week ×	12	weeks = 18
<b>Reading</b>	2.5	hours per week ×	11	weeks = 27.5
<b>Writing papers</b>	2	hours per paper ×	11	papers = 22
<b>Research/study</b>	1.5	hours per week ×	11	weeks = 16.5
<b>Other: <u>presentation</u></b>	5	hours per week ×	2	weeks = 10
<b>Other: _____</b>	_____	hours per week ×	_____	weeks = _____
<b>Other: _____</b>	_____	hours per week ×	_____	weeks = _____
<b>Total:</b>				94

≥45 hours = <b>1 unit</b>	≥90 hours = <b>2 units</b>	≥135 hours = <b>3 units</b>
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**Unit Value:**

2

## **Who lives, Who dies - Insight into Social Medicine**

**Faculty Sponsor:** Robin Ball

**Location:** 234 Dwinelle

**Time:** Friday 6:30 PM - 8:00 PM

**Units:** 2 (P/NP)

**CCN:** 22611

### **Facilitators:**

Mari Costantini

**Email:** maricostantini@berkeley.edu

Amy Zhong

**Email:** amyzh@berkeley.edu

### **Prerequisites:**

● **Recommended Interests:** Public Health, IB, MCB, MEB, ESPM, Psychology, Sociology, Anthropology. Students broadly interested in pursuing a career in the health field.

- Please note that a science background is not required.\*

(Note: For pre-medical students, this course will review concepts found on the Psychological, Social, and Biological Foundations of Behavior section of the MCAT, including how sociocultural factors and access to resources impact healthcare.)

### **Course Description:**

\*This course is adapted from the medical anthropology department of Harvard Medical School.

The course will explore how social and psychological influences create health disparities, while gaining knowledge of key concepts in social medicine. After creating a platform based on the fundamental ideas of social medicine, we will direct our attention to a social complication called “chronic emergencies.” Through case studies, we will examine and dissect the mechanisms in which a society isolates and outcasts individuals from access to proper healthcare. Our examples will be drawn from across the globe. Lectures and course material will delve into many aspects of social medicine, such as psychological stigmas of HIV/AIDS, and health care policies. We will focus on how to identify, analyze, and potentially ameliorate global healthcare problems.

### **Course Objectives:**

At the end of this decal course, the student will be able to:

- Explore how poverty, social stigmatization and discrimination become embodied as a barrier to equal access to healthcare and how society is desensitized to justify such inequalities.
- Investigate the consequences of severe deprivation and its impact on low socioeconomic status communities, undocumented immigrants, HIV/AIDS patients, people with psychological disorders and the LGBT community.
- Examine attempts to expand healthcare access, reduce burdens of diseases and discuss possible future solutions for more infiltrated medical attentions.

## Course Grading:

The course is graded on a P/NP basis. Regular attendance, participation and completion of assignments is required for a passing grade (P). In the case of problems in these areas, we may ask students to drop the course, or in the worst case scenario, grant a NP grade. A rough weighting of grade breakdown is as follows, with a minimum of 70% being required to pass unconditionally.

Attendance 30%

*Attendance will be taken every class. One unexcused absence is allowed, after which every additional absence will be 3% off of the final grade. Absences for midterms with prior notice or emergencies are acceptable.*

Participation 20%

*In addition to attending class, students are expected to come to class having studied the course material (lecture slides and reading). Students are expected to bring questions based on the respective week's material and will solve these questions in an active group discussion.*

Homework 25%

*There will be homework most weeks: this will usually be composed of a readings accompanied by a reading reflection (2 Page-Double Spaced). The reflections will be based on the assigned reading and will provide additional insight into the concepts that we have discussed in class. **You have one homework that you may drop the grade for.***

Final project (Presentation) 25%

*In groups, students will be expected to utilize our model of identification-dissection-solution for a public health-related topic of their interests. Students will be expected to collaborate with others and do their own research on their respective topic. The presentation will be graded on the depth of analysis and effort.*

## Course Schedule

Date	Course Content
Week 1 (02/07)	<p><b>Topic:</b> What is Social Medicine in the 21st century? <b>Reading:</b> Eisenberg, Leon. "Does Social Medicine Still Matter in an Era of Molecular Medicine?" <i>Journal of Urban Health : Bulletin of the New York Academy of Medicine</i> 76.2 (1999): 164–175. <b>Hyperlink:</b> <a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3455991/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3455991/</a></p>
Week 2 (02/14)	<p><b>Topic:</b> "You will never see a billionaire in an ER waiting room" <b>Reading:</b> Friedmann, Peter. "How ACA Repeal Would Worsen the Opioid Epidemic" <i>The New England Journal of Medicine</i> 376.16 (2017). <b>Hyperlink:</b> <a href="http://www.nejm.org/doi/full/10.1056/NEJMp1700834">http://www.nejm.org/doi/full/10.1056/NEJMp1700834</a> <b>Reading:</b> Farmer, P. "The Major Infectious Diseases in the World – to Treat or not to Treat?" <i>The New England Journal of Medicine</i> 345.3 (2001): 208-210. <b>Hyperlink:</b> <a href="https://www.ncbi.nlm.nih.gov/pubmed/11463018">https://www.ncbi.nlm.nih.gov/pubmed/11463018</a></p>
Week 3 (02/21)	<p><b>Topic:</b> "Perfect Storm"</p>

	<p><b>Reading:</b> Farmer, Paul. "Pathologies of power: rethinking health and human rights ." <i>American Journal of Public Health</i> 89, no. 10 (1999): 1486-1496.</p> <p><b>Hyperlink:</b>  <a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1508789/pdf/amjph00010-0028.pdf">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1508789/pdf/amjph00010-0028.pdf</a></p>
Week 4 (02/28)	<p><b>Topic:</b> Zone of Social Abandonment and Social Death: Mental Illness and Stigmatization</p> <p><b>Reading:</b> Biehl, João, and Torben Eskerod. <i>Vita Life in a Zone of Social Abandonment</i>. University of California Press, 2014.</p>
Week 5 (03/06)	<p><b>Topic:</b> "Uninsured, Unwanted, Unworthy?"</p> <p><b>Reading:</b> Gonzales, R. "Learning to be Illegal: Undocumented Youth and Shifting Legal Contexts in the Transition to Adulthood." <i>American Sociological Review</i> 76.4 (2011): 602-619.</p> <p><b>Hyperlink:</b>  <a href="http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.296.7591&amp;rep=rep1&amp;type=pdf">http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.296.7591&amp;rep=rep1&amp;type=pdf</a></p>
Week 6 (03/13)	<p><b>Topic:</b> Book Review: "Fresh Fruit, Broken Bodies"</p> <p><b>Reading:</b> Holmes, Seth M. <i>Fresh fruit, broken bodies migrant farmworkers in the United States</i>. Univ. of California Press, 2014.</p>
Week 7 (03/20)	<p><b>Topic:</b> Case Study: Palliative Oncology</p> <p><b>Reading:</b> Livingstone, H. "Pain Relief in the Developing World: The Experience of Hospice Africa-Uganda" <i>Journal of Pain &amp; Palliative Care Pharmacotherapy</i> 17.3-4 (2003): 107-118.</p> <p><b>Hyperlink:</b> <a href="https://www.ncbi.nlm.nih.gov/pubmed/15022955">https://www.ncbi.nlm.nih.gov/pubmed/15022955</a></p> <p><b>Reading:</b> Krakauer, E. "Just Palliative Care: "Responding Responsibly to the Suffering of the Poor" <i>Journal of Pain and Symptom Management</i> 36.5 (2008): 505-512.</p> <p><b>Hyperlink:</b> <a href="https://www.ncbi.nlm.nih.gov/pubmed/18971074">https://www.ncbi.nlm.nih.gov/pubmed/18971074</a></p>
Week 8 (04/03)	<p><b>Topic:</b> How to Survive a Plague</p> <p><b>Reading:</b> Wright, Joe. "Only Your Calamity: The Beginnings of Activism by and for People with AIDS." <i>American Journal of Public Health</i> 103.10 (2013): 1788-1798.</p> <p><b>Hyperlink:</b> <a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3780739/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3780739/</a></p>
Week 9 (04/10)	<p><b>Topic:</b> "Home is Where the Harm is"</p> <p><b>Reading:</b> Lubell, J. "The Impacts of Affordable Housing on Health: A Research Summary" <i>The Center for Housing Policy</i>.</p> <p><b>Hyperlink:</b>  <a href="https://www.enterprisecommunity.org/resources/positive-impacts-affordable-housing-health-research-summary-13889">https://www.enterprisecommunity.org/resources/positive-impacts-affordable-housing-health-research-summary-13889</a></p> <p><b>Reading:</b> Desmond, M. "Eviction and the Reproduction of Urban Poverty" <i>American Journal of Sociology</i> 118.1 (2012): 88-133.</p> <p><b>Hyperlink:</b>  <a href="https://scholar.harvard.edu/files/mdesmond/files/desmond.evictionpoverty.ajs2012.pdf">https://scholar.harvard.edu/files/mdesmond/files/desmond.evictionpoverty.ajs2012.pdf</a></p>
Week 10(04/17)	<p><b>Topic:</b> Starving Child and Vulture</p> <p><b>Reading:</b> Sotag, S. "Regarding the Pain of Others" Picador, 2017.</p> <p><b>Hyperlink:</b>  <a href="https://monoskop.org/images/a/a6/Sontag_Susan_2003_Regarding_the_Pain_of_Others.pdf">https://monoskop.org/images/a/a6/Sontag_Susan_2003_Regarding_the_Pain_of_Others.pdf</a></p>

Week 11 (04/24)	<b>Topic:</b> Cause of Death: "Too Poor" <b>Reading:</b> Farmer, P. "Who Lives and Who Dies" <i>London Review of Books</i> 37.3 (2015). <b>Hyperlink:</b> <a href="https://www.lrb.co.uk/v37/n03/paul-farmer/who-lives-and-who-dies">https://www.lrb.co.uk/v37/n03/paul-farmer/who-lives-and-who-dies</a>
Week 13 (05/04)	<b>FINAL PRESENTATIONS</b>



Robin Ball, PhD  
134 Life Sciences Addition  
Berkeley, CA 94720-3200

17 October, 2019

To Whom It May Concern:

I am offering my support for the DeCal course "Who lives, who dies – Insight into social medicine," which will be facilitated by Amy Zhong and Mariko Costantini in spring 2020. Bringing the social sciences together with topics in biology is important, especially for the many pre-med students we have in the MCB major. This DeCal has been taught continuously since spring 2018 and it has gone very well – there is a large demand for the class and the students are very engaged with the material.

This course is organized around reading assignments from books and journal articles, which are assigned as homework and discussed in class. Students learn about the problems that create health disparities and then focus on a few case studies. They discuss possible solutions and then apply this to a health related topic for their final project. This is a rigorous course that engages and challenges students to learn about this important field of social medicine and to research potential solutions.

Amy and Mariko took the course in fall 2018 and took over as facilitators in fall 2019. They worked closely with the original facilitators in spring 2019 and have been successfully teaching the class this semester for about 25 students. They made improvements to the course, such as having students turn in discussion questions about the assigned reading, so they will be ready to have an engaging discussion in class.

We have discussed the requirements for the syllabus with regards to university policy, so it adheres to the standards. I will help the facilitators set up a bCourses page for the class in order to maintain a gradebook. In addition, I will attend the class periodically throughout the semester to evaluate how it is going and to offer advice for improvement. This semester, Amy and Mariko have been doing a good job co-facilitating the course, teaching students about these topics and getting active participation in class.

Feel free to contact me if you have any questions about this DeCal.

Sincerely,

A handwritten signature in cursive script that reads "Robin Ball".

Robin Ball  
Lecturer, Molecular and Cell Biology  
rball@berkeley.edu  
510-759-7021



# MCB/IB Supplemental Application

## Applicant Checklist

- Course Proposal Form for Student-Facilitated Courses
  - Response to all seven questions
  - Faculty sponsor's signature\*
  - Worksheet to Calculate Workload and Resultant Unit Value
- Syllabus (updated if repeat course)
  - Overview/Description of course
  - Key learning outcomes
  - Instruction methods/structure
  - Reading List
  - Breakdown of grading requirements by percentage/points
  - Weekly schedule with meeting dates
- MCB/IB Supplemental Application
- Faculty Sponsor Letter of Support\*
- Affiliate Form

**\*As a courtesy to your faculty sponsor, please give him/her enough time to review your course proposal. We highly advise against gaining his/her signature and letter of support one day before the deadline.**

By signing below, I agree to the following guidelines:


- At least one facilitator must be in attendance at every class meeting.
- I agree to submit an individual grade for each student in the class to the instructor of record, no more than 2 business days after the final day of instruction. (Blanket statements such as "All students in the class passed the course," will not be acceptable.)
- No money will be accepted from students for the administration of this course.
- There will be no substitutions or changes in the course subject, syllabus or conduct of this course unless those changes have been approved, in advance, by the instructor of record.
- The course will only meet at the approved schedule and location as published in the online schedule of courses.
- I will administer course evaluations in the last two weeks of the semester or last class meeting via the online forms provided.

# MCB/IB Supplemental Application

Below are common errors that can result in decal proposals being returned to facilitators:

- Unit value worksheet includes hours not explained in syllabus.
- Missing a breakdown of grading requirements by percentage/points.
- Missing detailed weekly schedule.
- Missing reading list in bibliographic format.
- Missing response(s) to the seven questions on the Course Proposal Form.

Ensure that you have consistent information throughout the application. For example: If you indicated 11 weeks of readings on the unit value worksheet, your syllabus/weekly schedule should have 11 weeks worth of reading materials.

  
\_\_\_\_\_  
[Signature of Student Facilitator #1]

\_\_\_\_\_  
[Signature of Student Facilitator #2]

Date: 10/18/19