BLHS 032-101 Biotechnology and Global Health

Dates: January 8, 2020-May 9, 2020

Location: This course takes place online. Georgetown University School of Continuing Studies (SCS) uses Canvas as its Learning Management System. This course will be taught entirely through the Canvas platform. To learn more about Canvas, please go through the Canvas Guide for Students.

Faculty: Dr. William Joseph Buckley PhD MA

Contact Information: wjb22@georgetown.edu

Virtual Office Hours: optimal time to be negotiated with students during the first week of the course

COURSE DESCRIPTION

Congratulations! Why join a course that blends science, politics and culture?

Following abuses such as World War II Nazi medical experiments on prisoners, and four decades of not treating men of color for syphilis at Tuskegee (1932-1972), in the early 1970's, a government commission established guidelines for human subject research (Belmont, 1974-1979). This "bedside model" emphasizing autonomous (self-directed) patient consent became a quest for public agreement about procedures of sound clinical decision-making in the face of discrete uses or withholding/withdrawals of technology. These helped decisions about organ donation, neonatal intensive care and end-of-life decision-making (exploring rules such as justice, benefice and non-malfiicence or "do no harm").

This pursuit energized a new discipline of "Bioethics" for nearly half a century, pioneered by distinguished colleagues at Georgetown University's _Kennedy Center of Bioethics_. Such guidelines are now being enhanced by bigger social issues in biotechnology and global health such as the role of social and environmental contexts in enhancing the negative effects of disease interactions ("syndemics" such as diabetes-depression and poverty). These are now under investigation by nationally renowned Georgetown scholars in _Global Health_ (colleague Prof. Mendenhall). In addition, this course explores benefits in patient care and public health that come from information engineering applied to the field of health care (health informatics) that have helped promote a century of improvements in sanitation and wellness (e.g. reproductive, maternal and children's health) and technological gains in diagnosis and treatment of diseases. Sanitation halted typhoid, cholera, and dysentery. Vaccinations stopped smallpox and polio. Prevention and intervention have helped with diabetes, cancers, heart disease, neurogenerative diseases such as depression, HIV/AIDS and Opioid dependencies. Such knowledge reduces premature mortality (years of life lost), disability (YLD), summarized as disability adjusted life years (DALY, According to the World Health Organization, WHO). Thus this course describes specific cases and factors nationally and globally in which economic, political and cultural systems (e.g. financing, good

governance) impact personal and social wellness, disease and health (e.g. depression, diabetes, substance abuse, maternal health, reproduction, neurodegeneration, tuberculosis, vaccination debates, leprosy, HIV/AIDS, smallpox, malaria, Ebola). This course surveys these issues and enables understanding intersections among "Biotechnology" and "Global Health". Related resources for our course include materials from GU's School of Nursing, Medical School and Science, Technology, and International Affairs (STIA) Program in the Edmund A. Walsh School of Foreign Service.

COURSE LEARNING OBJECTIVES

By the end of this course, student will be able to
1. Explain key concepts, methods, and the relevance of basic biology, biotechnology, global health, and political-economic, sociocultural and technological frameworks of analysis in wellness, health care and global health concerns.
2. Identify how diverse biotechnologies and social sciences work together to understand global health (International Relations, Political Science, Sociology, Anthropology, Psychology), including social roots worsening diseases call syndemics
3. Describe specific cases and factors nationally and globally in which economic, political and cultural systems (e.g. financing, good governance) impact personal and social wellness, disease and health (e.g. depression, diabetes, substance abuse, maternal health, reproduction, neurodegeneration, tuberculosis, vaccination debates, leprosy, HIV/AIDS, smallpox, malaria, Ebola)
4. Develop a critical and historical perspective on global health.
5. Compare different health care systems and their impacts on the health care of populations.

REQUIRED READINGS

All required readings for this course are posted online and students are invited but not required to purchase specific texts.

COURSE REQUIREMENTS

WHAT MUST I DO AS STUDENT?

This course is highly interactive. You don't need to buy anything for the course; all course readings, videos, notes and outline materials are posted online. You should expect to spend some five hours per week on the course. Follow GU CANVAS for the latest INSTRUCTIONS and versions of weekly readings and POSTS at https://georgetown.instructure.com.

Each week, students complete Eight Items Online:
(1) review posted learning goals,
(2) watch posted video(s),
(3) read selected posted readings,
(4) post a one page essay (250 words) that answers a selected assigned posted question (or two) about the readings and video(s),
(5) post a concise "Muddiest Point" about readings,
(6) post responses to at least TWO other student answers,
(7) and work on a self-chosen end of semester research project with the Instructor.
(8) Every third week, students may choose to participate in a real-time online chat with course Instructors. Detailed instructions, outlines, transcripts and notes for all course materials are available online.

This is an online course. You are required to read course material, and participate/post class discussions on a timely regular basis, according to posted instructions. Class online sessions will be highly participatory. Students are required to contribute to online discussions and may be called upon to elucidate course materials.

Regular completion of reading assignments before each class are essential to the course. You must submit all assignments on time. Late assignments are not accepted (unless there are extenuating circumstances, which must be discussed in advance). We will strictly follow the Georgetown formal policies and standards of academic integrity. **POSTED Reading Reflections and Response as Threaded Discussions (25% of coursegrade and 20% Peer Graded):** Students will write and post at least two reading reflections each week throughout the term. Each discusses the main topic of the week, synthesizes the readings and CASE STUDIES (300 words); two Replies to other students posts and One Muddiest Point each week. Each Student will post at least TWO RESPONSES to these reading reflections (100 words).

FINAL RESEARCH PROJECT (35%): Students will prepare a short final paper five pages on their research project in "Biotechnology and Global Health" (See posted Questions; "Ten Questions").
1. Discuss Research topic with professor (by [week 5], preferably sooner)
2. Submit a brief topic summary and portfolio plan (by [week 6])
3. Submit relevant reading list or bibliography (by [week 8])
4. Submit paper for final evaluation (by [week 15])
5. *In addition, students should insure final project downloads on GU CANVAS. Depending upon Research, one objective is to convince an audience; e.g. based on your paper, your fellow students and professor must decide whether to fund your project as international health professionals, as members of Congress on select Committees, or private sector donors/entrepreneurs. Marshal convincing arguments accordingly. Specialist in health advocacy and Capitol Hill policies may review paper.*

Technical Requirements

As an online student your "classroom" experience will be very different than a traditional student. As part of your online experience, you can expect to:
1. Communicate via email including sending attachments.
2. Navigate the internet using a Web browser.
3. Use office applications such as Microsoft Office or Google Docs to create documents..
4. Learn how to submit assignments in Canvas.
5. Communicate with peers using discussion boards and other platforms.
6. Upload and download saved files.
7. Have easy access to the Internet.
8. Navigate Canvas, including using the email component within Canvas.
9. Use a microphone to record audio through your computer.
10. Use an internal or external camera to record video through your computer.

In this course we will use VoiceThread, TurnItIn and Zoom.

- VoiceThread is a tool that enables teachers and students to upload and asynchronously present images, video, and/or other media and respond to others presentations with audio, video, and/or text comments. Instructions for VoiceThread are available here.
- TurnItIn is a writing assessment tool that is used to detect plagiarism and allows teachers to provide assignment feedback to students. Instructions for TurnItIn are available here.
- Zoom enables users to conduct synchronous ("real-time") conferences, presentations, lectures, meetings, office hours and group chats via audio, video, text chat and content sharing. Instructions for Zoom are available here.

Computer Requirements

Students need to have sufficient technology and Internet access to complete this course. The requirements are listed by Canvas in the Instructure Guides.

Audio and Video Capability

- You will need an internal or external microphone. Most computers now come with them built in.
- You will need an internal or external camera. Most computers now come with them built in.

COURSE EXPECTATIONS

This course is conducted entirely online, which means students do not have to be on campus to complete any portion of it. Students will participate in the course using Georgetown University's online learning management system called Canvas.

Student Expectations

For Details go to Course Website on Canvas and Read: "About Expectations and Gradings"

This course consists of 15 weeks. You are expected to do the readings, watch the lecture videos, Complete Required Posts, Replies and to engage with the course material in depth according to posted deadlines. Your responsibilities include completing all the assignments. Participation is essential to your success in this class. In order to get full credit for participation, you will have to complete your assigned discussions, replies, Ichats, and final paper.

Time Expectations

Our online classes are designed to meet the same academic standards as our place-based (face-to-face) courses. You can think of each module equal to the same level of participation, commitment, and academic rigor as a face-to-face class. Please click this reality check on your schedule. You are in charge of your own time. You will need **at least 5 x1** hour per week on the work for each weekly online module. Past students who have succeeded report a single largest factor has been consistent attention several times a week to readings, postings and responses on the website. Time Management is important. The website enhances but does not replace READING, VIEWING VIDEOS AND PARTICIPATIING IN GROUP DISCUSSIONS.

ACADEMIC INTEGRITY

All students are expected to maintain the highest standards of academic and personal integrity in pursuit of their education at Georgetown. We assume you have read the honor code material located at http://scs.georgetown.edu/academic-affairs/honor-code, and in particular have read the following documents: Honor Council Pamphlet, What is Plagiarism, Sanctioning Guidelines, and Expedited Sanctioning Process. Papers in this course will all be submitted to turnitin.com for checking. Academic dishonesty in any form is a serious offense, and students found in violation are subject to academic penalties that include, but are not limited to, failure of the course, termination from the program, and revocation of degrees already conferred. All students are held to the Honor Code.

The Honor Code pledge follows:

In the pursuit of the high ideals and rigorous standards of academic life, I commit myself to respect and uphold the Georgetown University Honor System: To be honest in any academic endeavor, and To conduct myself honorably, as a responsible member of the Georgetown community, as we live and work together.

Following Instruction, You are expected to POST your Honor Pledge at the beginning of the Course.

Plagiarism

Stealing someone else's work is a terminal offense in the workplace, and it will wreck your career in academia, too. Students are expected to work with integrity and honesty in all their assignments. The Georgetown University Honor System defines plagiarism as "the act of passing off as one's own the ideas or writings of another." More guidance is available through the Gervase Programs. If you have any doubts about plagiarism, paraphrasing, and the need to credit, check out Plagiarism.org.

Resubmission

The Georgetown Honor Code likewise forbid RESUBMISSION of work from another COURSE.

COURSE ACTIVITIES AND ASSIGNMENTS

Written work is due by the assigned due date on Canvas. **DO NOT SEND YOUR PAPERS TO OTHER PERSONAL OR PROFESSIONAL EMAIL ADDRESSES**. Follow-ups and class participation are contingent on the timely submission of your initial responses.

Late Submission Policy:

Late submissions without excuse are penalized according to posted criteria in the syllabus.

As stated in the Student Handbook, you must notify me and obtain my approval if you are unable to complete any assignment by the published submission deadline. I will gladly consider granting extensions for assignments as long as the request is made at least 24 hours before the due date/time. The request must include the date and time when you intend to submit the assignment. If you fail to give both a date and a time, however, the request will not be honored. However, no late submissions or extensions are available for the last week of class or for any missed lectures.

Discussions and Assignments

Weighting Of Assigned Work

- 25% Class weekly postings: Sun midnight deadline (*Each hour late drops one letter grade);* n/5x14weeks=total n/70=total n/250 points
- 20% Peer Review
- 35% Final Paper (*Deadline Each hour late drops one letter grade*)
- 25% Instructor Grade based on your Participation (Weekly Readings, Replies to Peers, Muddiest Points, Contributions to Course)

105% on scale of 1050 points

Writing Resources

Check with SCS Writing Center
Schedule an Appointment with SCS Writing Center:

Check <u>Online Course Canvas Website</u>:

- For Help with GRAMMAR and PUNCTUATION: http://www.onlinegrammar.org/ ; http://www.cws.illinois.edu/workshop/writers/
- How to write a convincing thesis statement (a demonstration based on persuasive evidence from a text, experience or logic)
- Rhetorical Devices to Improve Writing:
- Before Submitting An Assignment, What Should I Always Check? 13 Tips
- How Can I Improve My Writing? 3 Simple Online Tools!
- What Are Fallacies-or Incorrect Forms of Reasoning?
- How Do I Send a Paper Online? 3 Steps

Citation Style

This course uses APA or Chicago style for all writing and research assignments. Resources for this citation style are available through

- Georgetown Library Citation Guide
- APA Style Guidebook
- Summary APA Style: http://trexler.muhlenberg.edu/library/media/contentassets/library/docs/APA%20Citation%20Guide%20Fall%202018.pdf

- For Chicago Manual of Style, https://www.chicagomanualofstyle.org/tools_citationguide.html

- For help with references and citations, see/use: http://www.easybib.com/ ; http://www.bibme.org/ ; https://www.zotero.org/

GRADING

Grading in this course will be determine by the following grading scale:

- A: 93% to 100%
- A-:   90% to 92%
- B+: 87% to 89%
- B: 83% to 86%
- B-:   80% to 82%
- C+: 77% to 79%
- C: 73% to 76%
- C-:   70% to 72%
- D+: 67% to 69%
- D: 63% to 66%
- F: 62% and below

ACCOMMODATIONS

Under the Americans with Disabilities Act (ADA) and the Rehabilitation Act of 1973, individuals with disabilities are provided reasonable accommodations to ensure equity and access to programs and facilities. Students are responsible for communicating their needs to the Academic Resource Center, the office that oversees disability support services, (202-687-8354; arc@georgetown.edu;) before the start of classes to allow time to review the documentation and make recommendations for appropriate accommodations. The University is not responsible for making special accommodations for students who have not declared their disabilities and have not requested an accommodation in a timely manner. Also, the University need not modify course or degree requirements considered to be an essential requirement of the program of instruction. For the most current and up-to-date policy information, please refer to the Georgetown University Academic Resource Center website. Students are highly encouraged to discuss the documentation and accommodation process with an Academic Resource Center administrator.

STUDENT SUPPORT SERVICES

Support Services

SCS offers a variety of support systems for students that can be accessed online, at the School of Continuing Studies downtown location, and on the main Georgetown campus:

- Academic Resource Center
- 202-687-8354 | arc@georgetown.edu
- Counseling and Psychiatric Services
- 202-687-6985
- Institutional Diversity, Equity & Affirmative Action (IDEAA)
- (202) 687-4798

Georgetown Library

Students enrolled in online School of Continuing Studies SCS coursework have access to the University Library System's eResources, including 500+ research databases, 1.5+ million ebooks, and thousands of periodicals and other multimedia files (films, webinars, music, and images). Students can access these resources through the Library's Homepage by using their University username (NetID) and password (this is the same login information used to access email, BlackBoard, etc.). The Library does not mail physical items to students.

SCS students may make an appointment with a librarian to discuss a research topic, develop a search strategy, or examine resources for projects and papers. Librarians offer an overview of and in-depth assistance with

important resources for senior or master's theses, dissertations, papers and other types of research. Appointments are conducted using Google Hangout (video-conferencing function) through the Georgetown Gmail System or by telephone. This service is available to currently enrolled students who need assistance with Georgetown-assigned projects and papers. Please review the Services & Resources Guide for Online Students for additional information.

Research Guide

The Project Management program has an extensive online Library Research Guide designed for the subject and research specifications of our program. This Guide will give you direct access to the library resources central to your course research work.

Learning Resources

SCS offers a host of learning resources to its students. Two that you might find particularly helpful in this course are the Writing Center and Refworks.

- The Writing Center offers professional writing support through its online peer tutoring service.
- Refworks is an online research management tool that aids in organizing, storing, and presenting citation sources for papers and projects.

Technical Support

Click on the Help link (on the bottom-left corner in Canvas) to reach Canvas Support, including the Canvas Student Guide and 24 hour Canvas Support Hotline at 855-338-2770.

- TurnItIn is a writing assessment tool that is used to detect plagiarism and allows teachers to provide assignment feedback to students. Technical support for TurnItIn is available.
- Zoom enables users to conduct synchronous ("real-time") conferences, presentations, lectures, meetings, office hours and group chats via audio, video, text chat and content sharing. Technical support for Zoom is available.

COMMUNICATIONS GUIDELINES

Netiquette Guidelines

To promote the highest degree of education possible, we ask each student to respect the opinions and thoughts of other students and be courteous in the way that you choose to express yourself. The topics in this course can be controversial and promote debate. Students should be respectful and considerate of all opinions.

In order for us to have meaningful discussions, we must learn to genuinely try to understand what others are saying and be open-minded about others' opinions. If you want to persuade someone to see things differently, it is much more effective to do so in a polite, non-threatening way rather than to do so antagonistically. Everyone has insights to offer based on his/her experiences, and we can all learn from each other. Civility is essential.

Statement of Student Conduct, Civility, and Engagement

The School of Continuing Studies offers students the opportunity to engage with faculty, staff, and peers in ways that foster intellectual growth and development in their chosen field of study. It is important to recognize that each member of our community brings his or her own values, thoughts, perspectives, and experiences into each interaction. We expect students to behave in a manner that is civil and respectful of others, and appreciate the learning opportunities that come from engaging pluralistic perspectives in a dynamic educational environment.

Engagement within the SCS Georgetown community takes places in on-campus meeting spaces and classrooms, and extends to online learning platforms and forums. Students should be particularly mindful that participation in class discussions, group assignments, emails, blogs, and social media reflect upon them personally, academically, and professionally. All viewpoints, editorials, and opinions expressed by students represent those students exclusively – and not the students' instructors, classmates, academic program, School, or University – even in cases when students are using Georgetown-affiliated systems like email, blogs, and online portfolios. The expectations for respect and civility are consistent for on-campus classes and spaces, as well as cyber, virtual, and online environments. Thus, civility and cybercivility are expected of all students, in all campus spaces.

SCS students are expected to adhere to the SCS guidelines for student conduct and the University Code of Student Conduct. In the event that a student's behavior is perceived to fall outside the stated SCS guidelines or may be a violation of the Code of Student Conduct, the matter may be referred to the Office of Student Conduct for further review and possible sanctioning. Such instances can include but are not limited to: disruption of official university functions (including teaching, research, administration), failure to comply with a directive issued by a University official, harassment and bullying, and incivility. For questions regarding the SCS student conduct expectations please review the policy in-full found in the Bachelor of Arts in Liberal Studies Undergraduate Bulletin. For questions about the Code of Student Conduct, please review the information provided by the Office of Student Conduct.

Communication with Peers

Notifications

Notifications will be posted on Canvas. Please check at least once per day.

Questions Forum

In online courses, everyone will likely have many questions about things that relate to the course, such as clarification about assignments and course materials. Please post these in the General Question Discussion Board Forum, which you can access by clicking Discussions in the course navigation menu. This is an open forum, and you are encouraged to give answers and help each other.

Turnaround and Feedback

Communication with the Instructor only occurs through your official Georgetown email; response occurs within 24 hours during the week and two days on weekends. Assessment

submission feedback occurs after all students have completed assignments that involve multiple peer responses.

Extreme weather, Emergencies, and Instructional Continuity

During inclement weather or other emergencies on a day when we are scheduled to meet face-to-face, check the university's Web site or call (202) 687-7669 for information on whether the university is open. If the university is open, this class will meet. If the university is closed, this class will meet through distance means such as online videoconferencing; check your e-mail for a message from me on how we will proceed in that situation. Due dates for written assignments submitted through Canvas will not be changed due to campus closings.

The university recently has acquired the capability to send text messages and recorded messages about emergencies to cell phones and other mobile devices. Sign up on MyAccess.

Copyright

The materials used in Georgetown University courses ("Course Materials") generally represent the intellectual property of course instructors which may not be disseminated or reproduced in any form for public distribution (e.g., sale, exchange, etc.) without the written permission of the course instructor. Course Materials include all written or electronic documents and materials, including syllabi, current and past examination questions/answers, and presentations such as lectures, videos, PowerPoints, etc., provided by a course instructor. Course Materials may only be used by students enrolled in the course for academic (course-related) purposes.

Published course readings (book chapters, articles, reports, etc.) available in Canvas are copyrighted material. These works are made available to students through licensed databases or fair use. They are protected by copyright law, and may not be further disseminated or reproduced in any form for distribution (e.g., uploading to websites, sale, exchange, etc.) without permission of the copyright owner.

More information about intellectual property and copyright can be found here:
https://www.library.georgetown.edu/copyright

More information about computer acceptable use policy and intellectual property can be found here:
https://security.georgetown.edu/it-policies-procedures/computer-systems-aup

Policy Accommodating Students' Religious Observances

The following is university policy:

Georgetown University promotes respect for all religions. Any student who is unable to attend classes or to participate in any examination, presentation, or assignment on a given day because of the observance of a major religious holiday or related travel shall be excused and provided with the opportunity to make up, without unreasonable burden, any work that has been missed for this reason and shall not in any other way be penalized for the absence or rescheduled work. Students will remain responsible for all assigned work.

Students should notify professors in writing at the beginning of the semester of religious observances that conflict with their classes.

Title IX at Georgetown

https://titleix.georgetown.edu/

Sexual Misconduct

Title IX of the Education Amendments of 1972 ("Title IX") prohibits discrimination based on sex in any educational programs, which includes sexual harassment or any acts of sexual misconduct. Title IX requires the University, upon becoming aware of any incident of sexual harassment and misconduct to respond appropriately to protect and maintain the safety of the University community, including students, faculty, and staff.

Georgetown University prohibits sexual misconduct, including sexual harassment, sexual assault, domestic/dating violence, and stalking.

Discrimination based on sex, including sexual misconduct and discrimination based on pregnancy or parenting status, subverts the University's mission and threatens permanent damage to the educational experience, careers, and well-being of students, faculty, and staff.
Please know that as a faculty member I am committed to supporting survivors of sexual misconduct, including relationship violence and sexual assault. However, University policy also requires me to report any disclosures about sexual misconduct to the Title IX Coordinator, whose role is to coordinate the University's response to sexual misconduct.

Georgetown has a number of fully confidential professional resources who can provide support and assistance to survivors of sexual assault and other forms of sexual misconduct. These resources include:

Jen Schweer, MA, LPC
Associate Director of Health Education Services for Sexual Assault Response and Prevention
(202) 687-0323
jls242@georgetown.edu

Erica Shirley
Trauma Specialist
Counseling and Psychiatric Services (CAPS)
(202) 687-6985
els54@georgetown.edu

More information about campus resources and reporting sexual misconduct can be found at:

https://sexualassault.georgetown.edu/get-help

Pregnancy Adjustments and Accommodations

Georgetown University is committed to creating an accessible and inclusive environment for pregnant and parenting students. Students may request adjustments based on general pregnancy needs or accommodations based on a pregnancy-related complication. Specific adjustments will be handled on a case by case basis and will depend on medical need and academic requirements.

Students seeking a pregnancy adjustment or accommodation should follow the process laid out at: https://titleix.georgetown.edu/student-pregnancy.

COURSE SCHEDULE

Course schedule will be followed but is not a contract.
All readings are posted on Canvas

TOPIC OUTLINE

WEEK	Topic	Readings	VIDEOS/TEXTS CASE STUDIES:
1	**What is Biotechnology?**	Brussels G7 Summit (#21-23); History of Biotech (BTCI, Thieman and Palladino, Farmer); **Historical Source** Basic Biology (Ariz); Basic Biotechnology	**Beer, Bread and Cheese- The Tasty Side of Biotechnology** **Got Milk? Lactase persistence in Europe and Africa** **River blindness & Merck's MECTIZAN®**
2	**What is Global Health?**	Brown et al., Kleinman, Kaplan, Fried, Lakoff, **Historical Sources (Select one):** National Academies of Sciences, Engineering, and Medicine 2017, Keutsch et al.	**Empire, Race and Illness:** **Leprosy** in **Hawaii and the Philippines:** Public Health as Maintaining Boundary Segregations: Empire, Colony, Race, Health

3	**How does "Critical Sociology" Interpret "Global Health"?**	Baer-Singer-Susser, Pfeiffer & Nichter, Feirman et al., Kim-Rahtigan **<u>Historical Sources (Select one):</u>** Singer, Alobo, Morgan	**HIV/AIDS: MICRO/MACRO Africa/USA**
4	**What Are Syndemics and Global Health?**	Baer-Singer-Susser, Singer-Bulled-Ostrach-Mendenhall, Mendenhall et al, Weaver and Mendenhall **<u>Historical Sources (Select one):</u>** Mendenhall et al., Zheng et al.	**Diabetes and Social Suffering: Mexican-American, South Africans and African American Low-Income Patients**
5	**Why are there Maternal, Neonatal, Child Survival Disparities in Global Health?**	Hebert et al., Zulfiqar et al., Chambers et al., Mackinnon et al. **<u>Historical Sources (Select one):</u>** UNICEF "<u>Child Survival</u>"; Hajizadeha, UN Millenium Goals, Vahratian et al.	**MATERNAL-NEONATAL-CHILD SURVIVAL DISPARITIES: USA-Ethiopia**
6	**How is Reproduction Socio-cultural?**	Millenium Development Goals (5,6), Geller, Inhorn, Reisman, Tichenor, Porter **<u>Historical Sources (Select two):</u>** Brodie, Ginsburg, Dudgeon and Inhorn, Townsend, CDC, Encyclopedia of Bioethics,	**Intimate Partner Violence and Untended Pregnancy USA-AFRICA (Uganda, S. Africa)**

| 7 | **What is Colonial Medicine, Post-colonial Medicine, and Legacies in Global Health?** | Birn, Sachs, Katz, Inhorn

Historical Sources (Select one): Manson, Packard, Hopkins | **SMALLPOX AND MALARIA; Infectious Disease Eradication As Biocultural : Beyond Vaccination** |
| 8 | **What is Philanthropy and Global Health?**

How does Financing Work in Global Health? | Gates (Grand Challenges), Birn, Tambulini, Garrett, Foreign Affairs; Batniji-Bendavid, Murray-Dieleman

Historical Source Mills | **GATES FOUNDATION (Students Debate Pro/Con Arguments)**

Global Financing: Kenya and Rwanda |
| 9 | **What are Diagnostics in Global Health?** | Lawn, UNITAID, Spencer, Suslick, Global Health Delivery Project (GHD) at Harvard University | **Tuberculosis, Global and Local Diagnoses and Treatments** |
| 10 | **What is good governance in Global Health?** | Cueto, Stoever

Historical Sources (Select one): Thompson, Hanvoravongchai, Humphries | **Polio-Pertussis-Measles: Contested Narratives** |
| 11 | **What is mental health? How is depression the most undertreated yet treatable condition-with the largest global burden?** | Kleinman, Prince et al., Kelly, Becker, Schrecker

Historical Sources (Select) Mendenhall, Kilbourne, Conley, Rose | **DEPRESSION, GENDER, CULTURE: USA, Haiti and Nigeria:** |

1 2	**Substance Abuse as Syndemics: Disorder, Disease, Crime or Biosocial?**	Singer and Page; Singer, 2013; Carlson, Singer, Stephens, Sterk, 2009; Madras; National Academy of Science, 2017; Cicero; Armenian et al., Miniño, Warner, 2018; Egan, Carlson, Singer et al, 2009 **Historical Sources:** (Select one) Fornilli, WHO, NIH, DOJ, Claro et al.	**Substance Abuse Disorders: USA and Global: Opioid Dependence, Mental Health, Syndemics**
1 3	**How is EBOLA an infectious disease with syndemics making it local *and* global**	Pres Ellen Johnson Sirleaf of Liberia at GU Symposium (09/23/14), Tambo, Hewlett, Jones, Farrar, Gostin, Geisbert **Historical Sources (Select one):** Chan, WHO, Allaranga, Gaffney, BGHPGA	**INTERPRETING EBOLA: LOCAL (African) AND NON-LOCAL ACTORS**
1 4	**What is the ethics of end of life care from a global perspective?**	Robley, Smith, Tucker, VHA, Smith, Hedberg and New, Wolf, Battin, Callahan, Buckley **Historical Sources** Oregon Public Health Dept; Lindsay	**Debating ALS, Neurodegeneration and Self-termination**
1 5	**How is my career related to Biotech/Global Health?**	**STUDENT SELECTED Presentations/** **Discussion**	**Student Research Presentations** **"Can you Describe and Connect your Career Choice to Three Key**

			Trends in Biotechnology and Global Health?"

RESOURCES:

WEBSITES:

- **World Health Organization (WHO) http://www.who.int/en/index.html**
- **National Center for Biotechnology Information https://www.ncbi.nlm.nih.gov/**
- **United Nations: Millennium Development Goals http://www.un.org/millenniumgoals/**
- **UNICEF http://www.unicef.org/**
- **US Department of Health and Human Services (HHS) http://www.globalhealth.gov/**
- **Centers for Disease Control and Prevention http://www.cdc.gov/globalhealth /**
- **Institute for Reproductive Health, Georgetown University, http://irh.org/about/what-we-do/**
- **Gates Foundation: Grand Challenges in Global Health http://www.grandchallenges.org/Pages/Default.aspx**
- **William J. Clinton Foundation http://www.clintonfoundation.org/**
- **Rx for Survival: http://www.pbs.org/wgbh/rxforsurvival/index.html**
- **World Health Reports: http://www.who.int/whr/previous/en/**
- **The Partners in Health's video collection https://vimeo.com/partnersinhealth**

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