



Global Health

POLS 127
Spring Semester 2015
Thursday 4:00-6:50 p.m. in Howard 111
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Office: Meredith 210
Office Hours:
Tuesday 1:00-2:30 p.m.
Thursday 12:30-3:45 p.m.

*Ultimately, humanity will have to change its perspective on its place in Earth's ecology if the species hopes to stave off or survive the next plague. Rapid globalization of human niches requires that human beings everywhere on the planet go beyond viewing their neighborhoods, provinces, countries, or hemispheres as the sum total of their personal ecospheres. Microbes, and their vectors, recognize none of the artificial boundaries erected by human beings. Laurie Garrett, *The Coming Plague: Newly Emerging Diseases in a World Out of Balance* (Penguin Books, 1994)*

*The problems facing the drinking water supplies of industrialized countries of the world might seem far removed from the desperate struggle for clean water in the developing world. But as we swarm over the planet in ever-increasing numbers with ever-increasing speed, the protection afforded by distance and oceans is an illusion. Disconnection is no longer possible. Dr. Robert D. Morris, *The Blue Death: Disease, Disaster, and the Water we Drink* (Harper Collins, 2007)*

*"Listen. What you need is a philosophy. This is what you need. A way of making sense of the world. You cannot rely on what you see-because it will always be chaos, without rules. Wars are ridiculous. By definition, there is never any common sense. They will always happen-they will always be terrible. Many people will die in quite awful ways and we will never stop that. If you depend on what you see, mon ami, then you will be always disappointed. And of course you will go mad. I have a philosophy of disaster, you understand." "And what is that?" I asked. "That if you save just one life, then you have saved many. This is what I believe." John Murray, "Watson and the Shark," in *A Few Short Notes on Tropical Butterflies: Stories* (Harper Collins, 2003).*

[Course Description](#)

[Course Objectives](#)

[Required Texts](#)

[Course Requirements and Expectations](#)

[Grading Scale](#)

[Reading Assignments and Schedule](#)

COURSE DESCRIPTION

This course examines global health challenges in an era of globalization. Students will explore a variety of transnational public health challenges with causes and consequences that transcend national borders. These challenges include communicable illnesses, such as HIV/AIDS, malaria, influenza, and tuberculosis. In addition, we will consider non-communicable illnesses, including obesity, diabetes, and heart disease, that are becoming endemic in developed countries and are also on the rise in developing countries. In addition to examining communicable and non-communicable diseases, we will examine threats to health posed by war and human rights violations and, at the same time, will consider the ways in which health challenges can destabilize countries and lead to violence. The course will look at the international political and legal frameworks that shape governmental responses to global health challenges. In doing so, we will consider the role played by international organizations, states, and non-state actors that have the capacity to shape global health. Course material will be placed in an ecological context in which we consider the connections between environmental degradation and global health. In this regard, students will consider the environmental and health consequences (not only for themselves but also for people across the globe) of the choices they make as consumers as well as the public policies they support and promote as citizens in a globalizing world.

[Home.](#)

COURSE OBJECTIVES

The Department of Politics and International Relations seeks to induct students into the community of liberally educated individuals who are capable of understanding government and politics in terms of the theories, concepts, and tools of sophisticated political analysis which characterize the discipline of political science. The liberal-arts dimension of our mission stems from our belief that all people are embedded in a political environment which acts upon them in ways they must understand if they are to function effectively as active participants in a democratic society. Our goal, therefore, is not to train professional political scientists, but rather to produce the liberally educated citizen who is fluent in the language of politics and political analysis and thereby has a foundation for both citizenship in a democratic society and successful training in a job, in a graduate school, or in a professional school. Such a person has the capacity to recognize and evaluate assumptions, implications, and causal relationships pertaining to government and politics and, by extension, to other realms of human experience. Go to the home page of the [Department of Politics and International Relations](#) for more information on the basic objectives of the general program and upper-level courses in the department.

Additional course-specific objectives include the following:

1. To increase awareness of global health challenges transcending national borders.
2. To understand the ecology (emphasizing the interconnections among globalization, the environment, and public health) of global health.
3. To understand the political conditions and legal frameworks that shape global responses to public health challenges.
4. To introduce students to international, national, and non-governmental institutions with the capacity to shape global health policies.

5. To provide students with an opportunity to collaborate with other students and to engage as citizens on important global health issues.

[Home.](#)

REQUIRED READINGS

1. Debra L. DeLaet and David E. DeLaet, *Global Health in the 21st Century: the Globalization of Disease and Wellness* (Paradigm Publishers, 2012).

2. Additional required readings will be available in three formats: 1) as electronic links directly within the syllabus; 2) as pdf files available in the Course Readings folder on Blackboard; and 3) as hard copies to be distributed in class.

3. Students need to keep abreast of current events related to global health. I will not require you to subscribe to a specific newspaper, and you should follow current international events through the media of your choice. However, certain choices are likely to be wiser than others. National daily newspapers, such as [The New York Times](#) or [The Christian Science Monitor](#), provide far more thorough international coverage than local dailies, weekly newsmagazines, television news programs, or blogs. That doesn't mean you should not consult a range of sources, but be sure to include a reputable national or international news publication among your sources.

[Home.](#)

COURSE REQUIREMENTS AND EXPECTATIONS

1. Health Journals and Current Events Analytical Essays (40 %): Students will be required to keep health journals throughout the semester. In these journals, they will keep records of the types of foods they eat,** the purchases they make, and the activities in which they participate. In addition, students should keep track of current events related to global health in these journals. Students may use the Journals tool on Blackboard if they would like me to be able to access their journals electronically, or they may keep their own personal journals in either electronic or hard copy form. Twice during the semester, students should draw upon these journals to write analytical essays in which they explore connections between the course material we are covering in class, current events pertinent to global health issues, and their personal health habits as documented in their journals. These essays must integrate and demonstrate understanding of key course concepts and themes. Additionally, your essays must incorporate supporting evidence from the assigned readings, course lectures, discussion, presentations, films, and class activities/ exercises. These essays should be 10-12 pages (typed, double-spaced with standard margins). Each analytical paper will be worth 20% of your final course grade. Grades on late papers will be lowered by one percentage point of your final course grade per day.

**Note: I do not want this assignment to foster or reinforce any of the obsessive or compulsive behaviors that can be associated with eating disorders. I am encouraging you to think about the kinds of food you are eating, how it is produced, and the environmental and public health effects of your diet. I do not encourage you to engage in obsessive calorie-counting or dieting which can have harmful effects on your personal health and well-being.

2. Global Health Priorities Project (60%): A centerpiece of this course will be a Global Health Priorities Project. The project will consist of two components: a) a paper in which you identify the global health issue that you believe is the greatest priority in contemporary world politics; and b) in-class deliberations in which we will try to reach consensus on identifying the most important global health priority in the world today.

a) *Global Health Priorities Research Paper (40%):* The primary requirement of this assignment is to write a paper in which you identify a significant global health challenge that you believe is the greatest priority in contemporary world politics. These papers should examine the nature of the global health challenge that you are investigating and also need to explain your reasons for identifying the issue you have chosen as a priority. What criteria did you use in determining that a particular global health challenge should take priority over others? In addition, your papers should consider potential solutions for addressing this challenge. You should think of these papers as containing elements of both a traditional research paper as well as a persuasive essay. Because we will be participating in deliberations in which we try to reach consensus on a single global public health priority, you will be trying to convince other students that the issue you have chosen is the global health priority we should select as a class. Finally, in addition to explaining the importance of the health challenge you have selected and articulating your reasons for prioritizing this issue, you need to identify a specific organization working on this issue that is worthy of receiving funds for its work.

These papers should be 15-20 double-spaced pages with standard margins and font. Essays will be graded for content, grammar, and style and are worth 40% of your final course grade. Grades on late papers will be lowered by 1% of your final course grade per day. I will require students to post your papers on Blackboard and to read the papers of other students. Final grades for this assignment will be based on the following elements and allocation of points:

- 1) Priority Description and Bibliography: 5%
- 2) Outline: 5%
- 3) Draft 1: 5%
- 4) Draft 2: 5%
- 5) Final Paper: 20%

Additional guidelines and a grading rubric for this paper are posted on Blackboard.

b) *Participation in and Reflection Paper on Herb & Karen Baum Symposium on Ethics and the Professions (10%)*

Students will be required to attend the Herb & Karen Baum Symposium on Ethics and the Professions on April 17, 2015. Subsequent to the symposium, I will ask students to write a reflection paper in which they discuss the insights they gained through participation in this symposium and how they might apply them in their future professional lives. Reflection papers should be 6-8 typed, double-spaced pages with standard margins and font. Essays will be graded for content, grammar, and style. Grades on late papers will be lowered by 1% of your final course grade per day. I will provide additional details about this assignment in class.

c) *Global Health Priorities Deliberations* (10%):

At the end of the course, we will devote at least two three-hour class sessions to an exercise in which we will deliberate about global health priorities in class and will try to reach consensus on a particular global health priority/ organization deserving of funding. Students will be required to read each other's papers in advance of these class sessions. Students will briefly identify the global health priority they have selected and will explain their reasoning. We will spend the remainder of the sessions deliberating and trying to reach consensus on a single priority and an organization working on that priority that would be deserving of funding. Students participating in the optional fundraising project described below will raise funds by seeking pledges for this project. Assuming we reach agreement, we will make a contribution to the organization receiving the greatest degree of support (at least a two-thirds majority) of the class. I will donate the portion of the royalties generated from student purchases of my book for this course. (If we are unable to reach agreement, I will make a donation to an organization working on the global health issue of my choice.) Students may also choose to raise funds for the specific individual organization they have selected via participation in the optional Drake Relays Project. A failure to attend and participate constructively in these deliberations will result in a significant lowering of your grade on the project. Note: my desire for constructive participation does not mean I will discourage disagreement. Students likely will have strong—and differing—opinions about global health priorities. I want to encourage students to express disagreements and concerns freely, though I expect you to be civil in doing so. Moreover, I want to stress that your grades will not depend on our reaching consensus or a two-thirds majority. Although I sincerely hope we reach an agreement because I would like us to make a contribution to a priority selected by the class, your grades will not be lowered if we fail to reach agreement. Additional guidelines for the deliberations are posted on Blackboard.

d) *Optional Participation in Drake Relays Project*: Interested students can participate in a training program for walking or running the Drake Relays 6k, 10k, or Half-Marathon. I will plan on running one of the events. Students who choose to run or walk in the Drake Relays might also choose to develop a project that uses their participation in the Drake Relays to raise awareness about and/or fundraise for the global health priority and organization they are researching for the course. Additional details will be provided in class.

3. Class attendance and participation: Class attendance and participation will not be formally graded. Nevertheless, active student participation is an essential part of this course. I will use class attendance and participation in making judgments about final grades when students are on the border between letter grades. Students should come to class prepared to discuss the assigned readings in a thoughtful, productive, and civil manner. You should be ready to ask and answer questions on the assigned readings. You need to participate actively in the class, but you should not attempt to dominate class discussion. I expect that students often will disagree with each other and with me. I will encourage an atmosphere in which we are free to challenge and criticize each other's arguments, but I expect all of us to be respectful and civil in our disagreements. This course will stress active student learning. I expect that your consistent attendance and participation will facilitate your understanding of the course material. Moreover, because you will be required to integrate information from readings, lectures, and classroom discussions in the current events analytical papers, your performance on these papers should benefit from consistent attendance and participation.

5. Cheating and plagiarism will not be tolerated. Plagiarism is the act of trying to pass off someone else's ideas, words, thoughts or inventions as one's own. Plagiarism may be intentional or unintentional, but it is a violation of academic integrity in either case. You must acknowledge your use of other's work when you quote them word for word (you must use quotation marks in the case of direct quotations), paraphrase, borrow ideas, incorporate factual information from someone else's work, or rely on another person's organization of material. You do not need to provide citations for common knowledge, but it is better to err on the side of caution if you have any doubts. If your paper does not include adequate citation and/or I suspect plagiarism, I will not grade your paper until you provide satisfactory documentation of your sources. If I discover a case of cheating or plagiarism, I will impose the most serious penalty allowed under university regulations and contingent on the nature of the violation. In cases of egregious plagiarism or cheating, I will give you a failing grade for the course and may recommend additional penalties at the college or university level, including suspension or expulsion. See the statement on Academic Honesty and Integrity at the Department of Politics and IR homepage for further details. Also, see me if you still have questions about academic dishonesty.

6. Technology in and out of the Classroom: Phones, tablets, computers and other electronic devices may only be used in the classroom for academic purposes related to the course. If students abuse the privilege of using these devices in the classroom, I will ask you to turn off or disable the wireless function of these electronic devices. If a student's use of electronic devices becomes disruptive to the learning of other students and the student refuses to turn off or disable the device upon request, I reserve the right to ask the student to leave the classroom. Students must turn off and put away any electronic devices during in-class quizzes, exams, or any other assessments unless I explicitly indicate otherwise. Email is the best way to reach me outside of class. I check my email frequently during normal business hours but do not check or respond to email during classes or meetings. Under normal circumstances, it is reasonable for you to expect me to respond to your email queries within 24 hours on weekdays. If you have an urgent question that you would like me to respond to promptly, you will be more likely to reach me if you send the email prior to the end of the workday at 5 p.m. Although I may try to answer emails sent on the weekend as possible or appropriate, I do not guarantee that I will respond promptly to email sent on the weekends.

7. Disability Accommodations: Students with disabilities requiring reasonable academic accommodations should see me during the first weeks of class. We can discuss your needs and, as necessary, work with Student Disability Services, to design appropriate accommodations.

8. Office for Sexual Violence Response and Healthy Relationship Promotion: Drake University is committed to the prevention of sexual assault and sexual misconduct and to support for victims when it does occur. If you are dealing with the consequences of sexual assault or misconduct, you may consult the [Office for Sexual Violence Response and Healthy Relationship Promotion](#) for assistance with your options and for potential resources for support. Due to the nature of the material for this course, some topics may serve as triggers for survivors of sexual assault. I will strive to provide appropriate trigger warnings. Students should also feel free to speak with me about exemptions from participation or alternative assignments if material on the syllabus suggests that it might serve as a trigger.

9. Writing Workshop: Students who would like help to improve and develop their writing should consider making an appointment at the Writing Workshop. The workshop offers individualized support from trained student tutors who will work with students on a range of writing issues, including fluency, organization, development, analysis, and argument. Click here to schedule an appointment with the [Writing Workshop](#).

[Home](#).

GRADING SCALE

A 90-100 (Excellent)
B 80-89 (Good)
C 70-79 (Satisfactory)
D 60-69 (Poor)
F 0-59 (Failure)

See my statement on Basic Grading Standards in the Course Documents folder on the Blackboard course website.

[Home](#).

READING ASSIGNMENTS AND SCHEDULE

I. Foundations of Global Health

Class 1 (January 29) INTRODUCTION TO GLOBAL HEALTH

- Assessment Pre-test
- Go over syllabus.
- Forrest D. Colburn and Norman Uphoff, "Common Expository Problems in Students' Papers and Theses," *PS* (April 2012). Article available in the Course Readings folder on Blackboard.
- Film: *A New Picture of Health* (United Nations Foundation)

Class 2 (February 5) KEY ISSUES AND CONCEPTS IN GLOBAL HEALTH

- DeLaet and DeLaet: Preface, Chapters 1 and 2
- Laurie Garrett, "The Challenge of Global Health" *Foreign Affairs* (January/ February 2007): 14-38. Article available in the Course Readings folder on Blackboard.
- ["How Ebola Roared Back," The New York Times, December 29, 2014](#)
- [Donald G. McNeil, Jr. "Ebola Doctors are Divided on IV Therapy in Africa," The New York Times January 2, 2015](#)
- Excerpts from *The Marriage Plot* by Jeffrey Eugenides (pp. 307-311). Read in class.
- Introduction to the Priorities Project
- Students who are planning on training for one of the Drake Relays Road Races should consult the [Hal Higdon Training Program](#). The training link has plans for novice, intermediate, and advanced runners for a variety of distances. We will spend some time discussing training in class.

Class 3 (February 12) THE ECOLOGICAL FOUNDATIONS OF GLOBAL HEALTH

- DeLaet and DeLaet: Chapter 3
- Dennis C. Pirages, “Nature, Disease, and Globalization: An Evolutionary Perspective,” *International Studies Review*. Article available in the Course Readings folder on Blackboard.
- Christopher Solomon, “Sickness in the Arctic,” *Scientific American* August 2014. Article available in the Course Readings folder on Blackboard.
- [David Quammen, “Deadly Contact: How Animals and Humans Exchange Disease,” *National Geographic*](#)
- [Mapping Dangerous Disease Hotspots to Control Them](#)
- [Destroying Nature Unleashes Infectious Diseases - NYTimes.com](#)
- [William G. Moseley, "Imperialism 2.0: EU Fosters Botswana Degradation," *Al Jazeera*, February 1, 2012](#)
- [Gardiner Harris, "Poor Sanitation in India May Afflict Well-Fed Children With Malnutrition," *The New York Times*, July 13, 2014](#)
- Look at the [Chris Jordan online exhibit](#) which has relevance to ecology and public health.
- Excerpts from *Little House in the Prairie* by Laura Ingalls Wilder (pp. 182-198). Read in class.
- [GOOD.is | Not a Drop to Drink \(Raw Image\)](#)

II. Medical Aspects of Global Health

Class 4 (February 19) COMMUNICABLE ILLNESSES

- DeLaet and DeLaet: Chapter 4
- [Michael Finkel, "Bedlam in the Blood: Malaria," *National Geographic*](#)
- [New estimates of malaria deaths: concern and opportunity : *The Lancet*](#)
- [A New Front in the War Against Malaria—By Matthew Power \(Harper's Magazine\)](#)
- [Colonialism in Africa helped launch the HIV epidemic a century ago - *The Washington Post*](#)
- [Maryn McKenna, "Imagining the Post-Antibiotics Future," *FERNnews*, November 20, 2013](#)
- [Teaming Up to Make New Antibiotics - NYTimes.com](#)
- [Dina Fine Maron, "A Simple Way to Slash Unnecessary Drug Prescriptions," *Scientific American* \(April 2014\)](#)
- [Elisabeth Rosenthal, "The Price of Prevention: Vaccine Costs or Soaring," *The New York Times* July 2, 2014](#)
- [GOOD.is | The Deadliest Disease Outbreaks in History\(Scaling\)](#)
- [GOOD.is | Public Attitudes about AIDS \(Scaling\)](#)
- Maryn McKenna, “A Flu Vaccine That’s Always in Season,” *Scientific American*, January 2014. Article available in the Course Readings folder on Blackboard.
- Annie Snead, “How to Curb an Epidemic,” *Scientific American*, July 2014. Article available in the Course Readings folder on Blackboard.
- Video in class: [How Nigeria has Succeeded in Containing Ebola](#)
- Skype session with Dr. Dave

- **Project description/ bibliographies for Global Health Priorities Papers due.** (Writing workshop in class if time allows.)

Class 5 (February 26) NON-COMMUNICABLE ILLNESSES

- DeLaet and DeLaet: Chapter 5
- Excerpt from *The Road to Wigan Pier* by George Orwell (pp. 204-205). Read in class.
- Excerpts from *The Omnivore's Dilemma* by Michael Pollan (pp. 57-64, pp. 72-84, and pp. 100-119). Reading available in the Course Readings folder on Blackboard.
- Excerpts from *Just Food* by James E. McWilliams (pp. 17-51). Reading available in the Course Readings folder on Blackboard.
- Excerpts from *Eating Animals* by Jonathan Safran Foer (pp. 123-148). Reading available in the Course Readings folder on Blackboard.
- [Brian Palmer, "Health Food: Is It Better for the Environment than Junk Food?" *Slate Magazine* November 15, 2011](#)
- [Alice Gregory, "Hunger Games: How the iPhone Abets Anorexia," *The New Republic*, December 18, 2013](#)
- ["Hot Spots," *The Economist*, February 12, 2011](#)
- [Top 20 Global Health Priorities](#)
- [a fork in the road | seasonal calendars | IA Ingredients](#)
- In class: [Ron Finley: A guerilla gardener in South Central LA | Video on TED.com](#)
- Film: *King Corn* (88 minutes)

III. The International Relations of Global Health

Class 6 (March 5) ECONOMIC, ETHNIC, AND GENDER INEQUITIES IN GLOBAL HEALTH

- DeLaet and DeLaet: Chapter 6
- [Atul Gawande, "The Hot Spotters," *The New Yorker* January 24, 2011](#)
- [Poverty and food: The nutrition puzzle | *The Economist*](#)
- [Mortal Beloved: Maternal Mortality in Sierra Leone](#)
- Watch online: Hans Rosling, [200 Countries, 200 Years, 4 Minutes](#)
- Explore data on national wealth and health at: [Gapminder: Unveiling the beauty of statistics for a fact based world view. - Gapminder.org](#)
- Excerpts from *A Fine Balance* by Rohinton Mistry (pp. 167-170). Read in class.
- In class: Hans Rosling online presentation, [Statistics on the Relationship between National Wealth and Global Health](#)
- In class: [Ludwick Marishane: A bath without water | Video on TED.com](#)
- In class: [Arunachalam Muruganantham: How I started a sanitary napkin revolution! | Video on TED.com](#)
- Skype session with Dr. Dave
- **Outlines for Global Health Priorities Papers due** (Writing Workshop in class if time allows.)

Class 7 (March 12) GLOBAL HEALTH AND SECURITY

- DeLaet and DeLaet: Chapter 7
- Excerpts from *The Blue Death* by Dr. Robert D. Morris (pp. 257-268, 288-292). Reading available in the Course Readings folder on Blackboard.
- Stefan Elbe, "HIV/AIDS and the Changing Landscape of War in Africa," *International Security* 27: 2 (Fall 2002): 159-177. Article available in the Course Readings folder on Blackboard.
- Stefan Elbe, "Should HIV/AIDS Be Securitized?" *International Studies Quarterly* 50 (2006): 119-144. Article available in the Course Readings folder on Blackboard.
- [Laurie Garrett, "Flu Season" *Foreign Policy* January 6, 2012](#)
- In Class: [CSIS: Global Health and National Security](#) (watch excerpt of conference starting at minute 5:15)
- **Current Events Analytical Essay #1 due**

March 19 Spring Break, no class

Class 8 (March 26) GLOBAL HEALTH AND HUMAN RIGHTS

- DeLaet and DeLaet: Chapter 8
- [Constitution of the World Health Organization](#)
- [International Covenant on Economic, Social, and Cultural Rights](#)
- Guest session with Alys Mozak, Coordinator for Sexual Violence Response at Drake University

IV. Promoting Global Health

Class 9 (April 2) INTERNATIONAL ORGANIZATIONS

- DeLaet and DeLaet: Chapter 9
- [Constitution of the World Health Organization](#)
- [Sheri Fink, "Cuts at W.H.O. Hurt Response to Ebola Crisis," *The New York Times* September 3, 2014](#)
- Skype session with Dr. John Murray, consultant with the World Health Organization
- **First drafts of Global Health Priorities Papers due.** (Writing workshop in class if time allows.)
- Students are encouraged to attend a panel discussion on medical ethics and social justice at Des Moines University before class on April 2. Panelists include Rebecca Skloot, author of *The Immortal Life of Henrietta Lacks*. The panel discussion will be held from 11:30 a.m.-1:00 p.m. at the Olson Center at DMU, 3200 Grand Ave.

Class 10 (April 9) STATES

- DeLaet and DeLaet: Chapter 10
- Stefan Elbe, "Haggling Over Viruses: the Downside Risk of Securitized Infectious Disease," *Health Policy and Planning* 25 (2010): 476-485. Article available in the Course Readings folder on Blackboard.

- [Jonathan Cohn, "If You Can't Go to Cedars-Sinai Anymore, Is It Obamacare's Fault? *The New Republic*, January 6, 2014](#)
- [International Federation of Health Plans Comparative Price Report](#)
- ["Bottlenecks in Training Doctors," *The New York Times*, July 19, 2014](#)
- Olive Heffernan, "Bottoms Up," *Scientific American* July 2014. Article available in the Course Readings folder on Blackboard.
- Skype session with Dr. Dave
- In class: [Global Healthcare Revolutionary: Vanessa Kerry](#)
- Writing Workshop in Class: Student papers will be grouped according to priority topics. Students will read paper drafts for the students in their group and come to class prepared to provide constructive feedback on both the substance and writing of these papers.

Class 11 (April 16-17) HERB & KAREN BAUM SYMPOSIUM ON ETHICS IN THE PROFESSIONS: PROMOTING HEALTH AND HUMAN RIGHTS THROUGH THE PROFESSIONS

- Thursday, April 16: Public Lecture by Senator Tom Harkin
- Friday April 17: Symposium on Promoting Health and Human Rights through the Professions: Keynote Speaker, Dr. Holly Atkinson, Director of the Human Rights Program at Mount Sinai Medical Center

Class 12 (April 23) NON-STATE ACTORS

- DeLaet and DeLaet: Chapter 11
- [Michael Hobbes, "Stop Trying to Save the World: Big Ideas are Destroying International Development," *The New Republic*, November 17, 2014](#)
- [Donald G. McNeil, Jr., "Five Years In, Gauging Impact of Gates Grants" *The New York Times* December 20, 2010](#)
- [Peter Buffett, "The Charitable-Industrial Complex," *The New York Times*, July 26, 2013](#)
- Skype session with Kristy Anderson, American Heart Association
- In class: [Dan Pallotta: The way we think about charity is dead wrong | Video on TED.com](#)

Sunday, April 26 Drake Relays Hyvee Road Races

Class 13 (April 30) GLOBAL HEALTH AND THE ENGAGED CITIZEN

- Global Health Priorities Deliberations
- **Second drafts of Global Health Priorities Papers due.** (Writing workshop in class if time allows.)

Class 14 (May 7) GLOBAL HEALTH AND THE ENGAGED CITIZEN

- Blackboard Discussion Board: Read Student Global Health Priorities Papers
- Global Health Priorities Deliberations

Class 15 (May 14) GLOBAL HEALTH AND THE ENGAGED CITIZEN

- Global Health Priorities Deliberations
- DeLaet and DeLaet: Conclusions
- “Watson and the Shark,” a short story by John Murray. Available in the Course Readings folder on Blackboard.



- Assessment Post-test
- Teacher/ Course Evaluations
- **Current Events Analytical Essay #2 due.**

Final Drafts of Global Health Priorities Papers due no later than midnight on Friday May 15.

[Home.](#)