

Syllabus Module – 201

Module 201	Global Health Reconsidered
Coordinator	Jim Thomas, MPH, PhD Professor Emeritus of Epidemiology and Ethics Gillings School of Global Public Health, University of North Carolina Jim.thomas@unc.edu ; www.jcthomas.org
Dates	28 August – 1 September, 2023
Credits/ECTS	3 ECTS
Duration or Course Format	5 days of 6 hours = 30 hours
Location	EHESP 20 Avenue George Sand 93210 LA PLAINE ST DENIS
Description	Working to improve global health (the health outcomes in low- and middle-income countries [LMICs]) is often portrayed and perceived as unequivocally good. But global health efforts are led by former colonial powers, and international development (of which global health is a part) is portrayed by some as a continuation of colonialism. In this course we examine how our global health goals and methods are shaped by the narratives of progress and justice we adopt.
	None
Course learning objectives	Students who successfully complete this course will be able to: <ol style="list-style-type: none"> 1. Describe three narratives that shape programs and approaches in global health 2. Describe two common narratives of Africa and two alternative narratives, and how they affect global health programs 3. Describe two concepts of justice and how they affect global health 4. Identify two ways of practicing decolonization in global health 5. Identify two means of practicing justice in global health
Structure (Session titles)	<p>Session 1: Course introduction Session 2: The power of narratives Session 3: Western narratives of progress in global health Session 4: Beginning the course project</p> <p>Session 5: Alternative views of progress Session 6: Indigenous and modern world views: public health implications Session 7: Community: inclusion and exclusion Session 8: Group project work</p> <p>Session 9: Western narratives of Africa Session 10: Alternative narratives of Africa Session 11: The narrative of technological salvation Session 12: Group project work</p> <p>Session 13: Whose justice? Session 14. What counts as decolonization? Session 15. Practicing justice in public health Session 16. Group project work</p> <p>Session 17. Topic to be selected by the class Session 18. Project presentations Session 19. Project presentations</p>
Resources	All readings and materials are posted on REAL.
Course requirement	Attend all lectures and seminars Contribute verbally to the class discussions Read and write discussion posts for selected assignments Take 3 short quizzes Complete the course project
Grading and assessment	Contribute verbally to the class discussions (20%) Post answers to assignments (20%) Respond to the quizzes (20%) Present group project (40%)
Course policy	Attendance & punctuality

	<p>Regular and punctual class attendance is a prerequisite for receiving credit in a course. Students are expected to attend each class. Attendance will be taken at each class.</p> <p>The obligations of attendance and punctuality cover every aspect of the course: - lectures, conferences, group projects, assessments, examinations, as described in EHESP Academic Regulations http://mph.ehesp.fr EHESP Academic Regulation Article. 3).</p> <p>If students are not able to make it to class, they are required to send an email to the instructor and to the MPH program coordinating team explaining their absence prior to the scheduled class date. All supporting documents are provided to the end-of-year panel.</p> <p>Students who miss class are responsible for content. Any student who misses a class has the responsibility for obtaining copies of notes, handouts and assignments. If additional assistance is still necessary, an appointment should be scheduled with the instructor. Class time is not to be used to go over material with students who have missed class.</p> <p>Lateness: Students who are more than 10 minutes late may be denied access to a class. Repeated late arrivals may be counted as absences (See http://mph.ehesp.fr EHESP Academic Regulation Article. 3 Attendance & Punctuality)</p> <p>Maximum absences authorized & penalty otherwise Above 20% of absences will be designated a fail for a given class. The students will be entitled to be reassessed in any failed component(s). If they undertake a reassessment or they retake a module this means that they cannot normally obtain more than the minimum pass mark (i.e. 10 out of 20)</p> <p>Exceptional circumstances Absence from any examination or test, or late submission of assignments due to illness, psychological problems, or exceptional personal reasons must be justified; otherwise, students will be penalized, as above mentioned. Students must directly notify their professor or the MPH academic secretariat before the exam or before the assignment deadline. Before accepting the student's justification, the professor or the MPH academic secretariat has the right to request either a certificate from the attending physician or from a psychologist, or from any other relevant person (See http://mph.ehesp.fr EHESP Academic Regulation Article 4 Examinations).</p> <p>Courtesy: <u>All cell phones/pages MUST be turned off during class time.</u> Students are required to conduct themselves according to professional standards, eating during class time is not permitted during class time, such as course or group work.</p>
Valuing diversity	<p>Diversity enriches learning. It requires an atmosphere of inclusion and tolerance, which oftentimes challenges our own closely-held ideas, as well as our personal comfort zones. The results, however, create a sense of community and promote excellence in the learning environment. This class will follow principles of inclusion, respect, tolerance, and acceptance that support the values of diversity. Diversity includes consideration of: (1) life experiences, including type, variety, uniqueness, duration, personal values, political viewpoints, and intensity; and (2) factors related to "diversity of presence," including, among others, age, economic circumstances, ethnic identification, family educational attainment, disability, gender, geographic origin, maturity, race, religion, sexual orientation and social position.</p>
Course evaluation	<p>EHESP requests that you complete a course evaluation at the end of the school year. Your responses will be anonymous, with feedback provided in the aggregate. Open-ended comments will be shared with instructors, but not identified with individual students. Your participation in course evaluation is an expectation, since providing constructive feedback is a professional obligation. Feedback is critical, moreover, to improving the quality of our courses, as well as for instructor assessment.</p>
Course project	<p>Working in groups, students will select a country to focus on for the following questions.</p> <ol style="list-style-type: none"> 1. Describe a distinct place within a country and a community rooted in the place 2. Describe their history in the place 3. Identify injustices they have experienced 4. What are the narratives that justified the injustices? 5. What are global health programs in the place? 6. What are the needs missed by the global health programs? 7. Describe an activity that would begin to meet one of their unmet needs <p>The student groups will present their findings in 15-minute in-person presentations on the last day of the course.</p>

Monday, 28 August

Session 1	Course introduction
Speaker	Jim Thomas
Session Outline	Overview of the syllabus Introductions Description of the course project
Learning Objectives	Overview of the syllabus Instructions for the individual project
Duration	1 hour 30 minutes
Training methods	PowerPoint presentation and discussion
Readings	Read " <i>To Hell with Good Intentions</i> " by Ivan Illich Summarize the essay in ~250 words and post on REAL

Session 2	The power of narratives
Speaker	Jim Thomas
Session Outline	Personal narratives Finding meaning Social narratives Changing a narrative
Learning Objectives	Describe how narratives shape intentions Identify narratives that shape global health intentions
Duration	1 hour 30 minutes
Training methods	PowerPoint presentation and discussion
Assignment	Watch "The Danger of a Single Story" TED talk https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story#t-1108765 Submit writing assignment to REAL

Session 3	Western narratives of progress
Speaker	Jim Thomas
Session Outline	The Western narrative of progress The global health narrative of progress
Learning Objectives	Identify how the modern West's narrative of itself is reflected in global health approaches
Duration	1 hour 30 minutes
Training methods	PowerPoint presentation and discussion
Reading	None

Session 4	Group project work
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Tuesday, 29 August

Session 5	Alternative views of progress
Speaker	Jim Thomas
Session Outline	Progress or regress? Global health counter-narratives
Learning Objectives	Describe how alternative views of progress and global health can shape global health programs
Duration	1 hour 30 minutes
Training methods	PowerPoint presentation and discussion
Readings	None

Session 6	Indigenous and modern world views
Speakers	Jim Thomas
Session Outline	Place as a "way of knowing" The Western way of knowing The Western way of doing good
Learning Objectives	Describe how indigenous (place-based) and modern (ideological) perspectives are evident where you were raised or where you live now.
Duration	1 hour 30 minutes
Training methods	PowerPoint presentation
Reading	Read: In the Footsteps of the Nanabozho: Becoming Indigenous to Place. In: Kimmerer, RW. <i>Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge, and the Teachings of Plants</i> . Canada: Milkweed Editions, 2013. (under Readings and Resources on the course REAL site)

Session 7	Community: inclusion and exclusion
Speakers	Jim Thomas
Session Outline	Interdependence Othering
Learning Objectives	Explain the fundamental place of interdependence in community and public health
Duration	1 hour 30 minutes
Training methods	PowerPoint presentation and discussion
Reading	Watch TED Talk "The moral roots of liberals and conservatives" by Jonathan Haidt https://youtu.be/8SOQduoLgRw No summary required

Session 8	Group project work
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Wednesday, 30 August

Session 9	Narratives of Africa
Speaker	Jim Thomas
Session Outline	The origin of race The creation of Africa Modern portrayals of Africa Reimagining Africa
Learning Objectives	Describe how notions of race originated Give an example of how one culture portrayed Africa Describe how Hollywood portrays Africa Describe two ways a narrative can be reimagined
Duration	1 hour 30 minutes
Training methods	PowerPoint presentation and discussion
Reading	Read: "How to write about Africa" Submit writing assignment to REAL

Session 10	Alternative narratives of Africa
Speaker	Jim Thomas
Session Outline	Africa as a place of origins African wealth Africa as a world-shaper Implications for global health programs
Learning Objectives	Name two ways in which Africa has shaped world Describe how a positive narrative of Africa can alter approaches to global health
Duration	1 hour 30 minutes
Training methods	PowerPoint presentation and discussion
Reading	None

Session 11	The narrative of technological salvation
Speakers	Jim Thomas
Session Outline	The Green Revolution The two-edged sword of technological innovation Technological distraction
Learning Objectives	Give an example of the unintended negative consequences of technological innovation in global health
Duration	1 hour 30 minutes
Training methods	PowerPoint presentation and discussion
Reading	Read "Blood Cobalt" (https://www.abc.net.au/news/2022-02-24/cobalt-mining-in-the-congo-green-energy/100802588) Summarize in ~250 words and post on REAL

Session 12	Group project work
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Thursday, 31 August

Session 13	Whose justice?
Speaker	Jim Thomas
Session Outline	Cries for justice Western justice Non-Western justice Enlightened self-interest
Learning Objectives	Describe two western concepts of justice Describe two non-western concepts of justice
Duration	1 hour 30 minutes
Training methods	PowerPoint presentation and discussion
Reading	None

Session 14	What counts as decolonization?
Speakers	Jim Thomas
Session Outline	Colonization revisited Ways to decolonize development A proof of concept
Learning Objectives	Describe three ways that have been suggested to change development Describe how Africa Rising was a non-colonial model of community development
Duration	1 hour 30 minutes
Training methods	PowerPoint presentation and discussion
Reading	Read The Zapatistas: History and Current Role in Mexico Summarize in ~250 words and post on REAL

Session 15	Practicing justice in global health
Speakers	Jim Thomas
Session Outline	A map of the mines Clarify your vision and values Identify a transition model Work in community Review of course skills
Learning Objectives	Describe your vision of optimal development Describe needed steps to see your vision realized (a "transition model")
Duration	1 hour 30 minutes
Training methods	PowerPoint presentation and discussion
Reading	Yates-Doerr E, Carruth L, Lasco G, Garcia-Meza R. Global health interventions: The military, the magic bullet, the deterministic model – and intervention otherwise. <i>Annual Review of Anthropology</i> 2023;52.

Session 16	Group project work
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Friday, 1 September

Session 17	Topic to be selected by the class
Speaker	Jim Thomas
Session Outline	TBD
Learning Objectives	To be determined by the students
Duration	1 hour 30 minutes
Training methods	Verbal presentation and discussion
Reading	TBD

Sessions 18 & 19	Group project presentations
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