

Global Health and Gender Equality
Carnegie Mellon University and the University of Pittsburgh

Instructors:

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Class Sessions:

Friday, November 1, 2019 – 5:00PM – 8:00PM
Saturday, November 2, 2019 – 8:30AM – 6:30PM
Sunday, November 3, 2019 – 9:00AM – 12:30PM

Class Location:

Sennot Square, Rm. 2400, University of Pittsburgh

With each global health crisis, the interconnectedness of populations around the globe becomes more pronounced. Diseases not only affect the health of communities, but they have a profound impact on political, economic, and social stability within countries and regions. This course engages the interdisciplinary nature of global health by approaching the issue through the lens of the Sustainable Development Goals (SDG) developed by the United Nations. The SDGs range in focus from good health and well-being to gender equality to clean water and sanitation to affordable, clean energy. By engaging the ways that health has a stake in these goals, the course will bring the expertise of faculty from the University of Pittsburgh and CMU as well as practitioners to understand and address the issue surrounding global health from a myriad of perspectives and avenues. With an applied focus, the course will assist students in engaging and advocating for a community on a global health issue through a policy memo. This iteration of the course will examine gender equality and SDG #5.

One-credit for PITT students / 3 units for CMU students is provided for the completion of each iteration of the mini-course.

Objectives: By the end of the course, students will be able to:

- Identify and describe how issues stemming from gender inequality impact global health; (*Worksheets*)
- Identify and describe how decisions regarding gender access to medical infrastructure impacts global health; (*Worksheets*)
- Compare disciplinary approaches and perspectives on Sustainable Development Goal #5; (*Comparison Worksheet*)
- Think critically about the United Nations Development Programme (UNDP) recommendations for achieving gender equality; (*Policy Memo Assignments*)
- Analyze how gender inequality impacts a population; (*Policy Memo Assignments*)
- Analyze the appropriateness of UNDP recommendation in meeting the 2030 sustainable development goals for the population and relevant actors or agencies. (*Policy Memo Assignments*)

Course Policies:

Late Assignments: The *Planning a Policy Memo* and *Policy Memo* assignments will face a penalty of 10% for each day (a 24-hour period beyond the deadline) the assignment is late. This means that if your assignment is an hour late (or even 23 hours and 59 minutes late) it will face a 10% deduction. A new penalty will occur at 8AM for the *planning the policy memo assignment* and the *policy memo assignment* of each day it is late, i.e. if the assignment is 25 hours late then it will face a 20% deduction, 48 hours will face a 30% deduction, etc.

All other course assignments, including the course pre-and post-surveys and the various worksheets, must be completed by their due date or prior to the next session to receive credit.

Assignment Extension Requests: It is your responsibility to contact us regarding any special circumstances that may affect your ability to complete the *Planning a Policy Memo* and *Policy Memo* assignments before the due date. If you are not going to complete the assignment on time, then you may request an extension without a late penalty. We will respond to requests for an extension on a case-by-case basis. Extensions, though, will only be considered a viable option *up to 24 hours before* the assignment is due. Once you are within 24 hours of the due date or past due, the assignment will face the penalty outlined above.

Academic Integrity: Any work that you submit should be your own work (i.e., not borrowed/copied from any other source, including our assigned readings and your classmates). When using other people's ideas to substantiate your own, please properly cite the original source. We will review proper citation procedures in class, and you should ask for clarification whenever needed.

Any act of cheating or plagiarism will be treated in accordance with Carnegie Mellon's Policy on Academic Integrity, which can be found here: <http://www.cmu.edu/policies/student-and-student-life/academic-integrity.html> as well as the University of Pittsburgh's Academic Integrity Guidelines, which can be found here: <https://www.provost.pitt.edu/faculty/academic-integrity-freedom/academic-integrity-guidelines>. Depending upon the individual violation, students could face penalties ranging from failing the assignment to failing the class.

Grading: Assignments will be assigned a number grade. Discussions regarding grades must take place face-to-face, in person, during office hours or by appointment. *No discussions regarding grades will take place via email.* No grades will be discussed within 24 hours after the graded assignment is returned to the class; no grades will be discussed more than one week after the graded assignment is returned to the class.

Accommodations for Students with Disabilities: If you have a disability and have an accommodations letter from the Disability Resources office, we encourage you to discuss your accommodations and needs with us as early in the weekend (before the weekend starts is preferable) as possible. We will work with you to ensure that accommodations are provided as appropriate. If you suspect that you may have a disability and would benefit from accommodations but are not yet registered then we encourage you to contact Disability Resources (access@andrew.cmu.edu or drsrecep@pitt.edu).

Mental Health: As a student, you may experience a range of challenges that can interfere with learning, such as strained relationships, increased anxiety, substance use, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may diminish your academic performance and/or reduce your ability to participate in daily activities. CMU and Pitt services are available, and treatment does work. You can learn more about confidential mental health services available at CMU (<http://www.cmu.edu/counseling/>) and at Pitt (<https://www.studentaffairs.pitt.edu/cc/>). Support is always available (24/7) from Counseling and Psychological Services for CMU students at 412-268-2922 and from University Counseling Center for Pitt students at 412-648-7930.

Technology: It is assumed that each student enrolled in this course owns or has access to a personal computer and high-speed access to the Internet. We all depend on machines to get our work done. We all know that machines break down or crash. When they do, it does not constitute an “excuse” or “emergency.” We expect that you will prepare your assignments and presentations far enough in advance so that when your computer or Canvas malfunctions you will be able to rectify the problem and turn in the assignment in on time. If the issue is Canvas, you should email your assignment to your assigned instructor. Emailing is a last resort, not option A.

Research to Improve the Course: For this course, we are conducting research on student learning. This research will involve your coursework. You will not be asked to do anything above and beyond the normal learning activities and assignments that are part of this course. You are free not to participate in this research, and your participation will have no influence on your grade for this course or your academic career at CMU or Pitt. If you choose not to participate in the research, you must still complete all required coursework, but your data will not be included in the research analyses. Participants will not receive any compensation. The data collected as part of this research will include student grades. All analyses of data from participants’ coursework will be conducted after the course is over and final grades are submitted. The Eberly Center may provide support on this research project regarding data analysis and interpretation. To minimize the risk of breach of confidentiality, the Eberly Center will never have access to data from this course containing your personal identifiers. All data will be analyzed in de-identified form and presented in the aggregate, without any personal identifiers. Please contact Dr. Chad Hershock (hershock@cmu.edu) or one of your instructors if you have questions or concerns about your participation.

Course Grading:

Final grades will be assigned based on the chart below.

	A: 500-465	A-: 464-450
B+: 449-435	B: 434-415	B-: 414-400
C+: 399-385	C: 384-365	C-: 364-350
D+: 349-335	D: 334-315	D-: 314-300
F: 299 and lower		

Final Grades are based on multiple dimensions:

Course Pre- and Post-Survey (10% / 50 points) – Students will be required to complete the *pre-course survey* by **5:15pm on Friday, Nov. 1st**. The *post-course survey* is due by **8AM on Monday, Dec. 9th**. Both surveys will be accessible via the Assignments tab in Canvas. They will open at 8am on the Monday prior to their due date (Oct. 28th and Dec. 2nd respectively). Students will receive completion points for this component as long as they have provided a complete response following the survey directions. Student identification will be taken to allow for credit of completion, but the survey responses will not be evaluated until after course grades are submitted. A third party will provide your name and confirmation of completeness to keep anonymity in relation to responses. You only need to submit the pre-course survey once and post-course survey once.

Attendance (10% / 50 points) – Due to the immersive nature of the course, students are expected to attend all sessions on all three days. Each session is worth 5 points. There is a total of 10 sessions. If you arrive 15 minutes late for any session or leave early, you will not receive the 5 points for attendance.

Lecture and Workshop Worksheets (18% / 90 points) – After each lecture, you are required to answer a set of questions about the lecture and their application to course objectives. During the workshop periods, you are expected to complete the worksheet, which you will turn in at the end of each workshop time period. Each worksheet after a lecture or workshop session (9 total) is worth 10 points. These worksheets are due before the next lecture/workshop session begins. For worksheets at the end of the day, these are due before leaving class.

Practicing Community Discussions to a Global Health Problem: A Case Study Activity (7% / 35 points) – This activity will occur on Sunday morning (see schedule below). Students will be broken into small groups and asked to partake in a role playing activity which explores issues from the course in a concrete scenario. After engaging in the activity, the class will discuss the varying experiences in their groups as they arrived at recommendations on the issues. Students will be asked to complete a reflection worksheet, which will comprise the grade for this component. Students will need to be present for the entire discussion to adequately complete the worksheet. *Note: Students arriving late will not be able to complete the assignment sheet associated with this activity. Please arrive on time to be assigned a group and case study.*

Comparing Disciplinary Perspectives Worksheet (5% / 25 points) – The final comparison worksheet (completed on Sunday morning – see schedule below) is worth 25 points. This worksheet will need to be completed before leaving class at 12:30pm on Sunday, Nov. 3rd. This worksheet can be turned in electronically via Canvas or in-person on paper, but will need to be turned in by 12:30pm on Sunday, Nov. 3rd regardless of format.

Planning a Policy Memo (10% / 50 points) – **Due Monday, Nov. 11th by 8AM** – Each student will select an issue and community, city, or country related to SDG5. The student will use the feedback from the policy memo worksheets from the weekend to outline and answer vital questions related to the policy memo assignment by completing the posted worksheet on Canvas.

Policy Memo (40% / 200 points) – **Due Monday, Dec. 9th by 8AM** – Each student will select a community, city, or country, research a gender equality issue in that community, city, or country, and develop a policy memo directed toward a relevant actor (non-profit, governmental representative, agency, etc.) which can address the selected issue.

Schedule

Friday, Nov. 1st

5:00PM-5:15PM: Welcome Remarks

5:15PM-6:30PM: Müge Finkel, [Assistant Professor](#), International Development at Graduate School in Public and International Affairs, University of Pittsburgh

6:45PM-8:00PM: Overview of Writing a Policy Memo and Review of Student Examples

Saturday, Nov. 2nd

8:30AM-9:45AM: Mari Webel, [Assistant Professor](#), Department of History, University of Pittsburgh

10:00AM-11:15AM: Lisa Tetrault, [Associate Professor](#), Department of History, Carnegie Mellon University

11:30AM-12:45PM: Farai Gonzo, PhD Candidate OISE, University of Toronto and Fellow, Massey College

1:00PM-2:00PM: Lunch Break

2:00PM-3:15PM: Ambassador Sarah Mendelson, [Distinguished Service Professor](#) of Public Policy and Head of Heinz College in Washington, D.C., Carnegie Mellon University

3:30PM-4:45PM: Martha Terry, [Associate Professor](#), Behavioral and Community Health Sciences at Graduate School of Public Health, University of Pittsburgh

5:00PM-6:30PM: Workshop on Planning and Researching a Policy Memo

Sunday, Nov. 3rd

9:00AM-10:45AM: Practicing Community Discussions to a Global Health Problem: A Case Study Activity

Note: Students arriving late will not receive attendance points nor be able to complete the assignment sheet associated with this activity. This is a total loss of 40 points (8% of course grade).

Please arrive on time to be assigned a group and case study.

11:00AM-11:45AM: Workshop on Adapting to Your Policy Memo Audience

11:45AM-12:30PM: Comparing Disciplines and Perspectives Worksheet