



**Sociology 3371f (570)**  
**Global Health and Human Rights**  
**Fall/ Winter 2025-2026**

**Instructor:** A. Ning  
**Email:** aning@uwo.ca

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**Course Information**

**Calendar Description:**

A comprehensive study of the intersection between health and human rights in contemporary global settings. Using a critical lens, and drawing upon recent theoretical and ethnographic studies, the course will explore specific health issues in-depth including HIV/AIDS, emerging infectious diseases, organ donations, violence and displacement, and gender inequalities and health.

**Antirequisite(s):** [Centre for Global Studies 3532F/G](#), and [Centre for Global Studies 3533F/G](#).

**Prerequisite(s):** 1.0 from Sociology courses at the 1000 level, and third or fourth year standing in any module/program or with permission of the instructor.

**Extra Information:** 3 lecture hours.

**Course Weight:** 0.50  
**Breadth:** Category A  
**Subject Code:** SOCIOLOG

Notice: Unless you have either the requisites for this course (fulfilment of pre-requisites, no anti-requisite conflicts), or special permission from your Dean to enrol in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

**Global Health and Human Rights**  
**Sociology 3371F (570)**  
**Fall 2025**

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**Professor:** Dr. Ana Ning

**E-mail:** [aning@uwo.ca](mailto:aning@uwo.ca)

**Office Hours:** Mondays, 1:00-2:00 pm or by appointment, in-person or virtual  
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This course will discuss specific global health issues in depth, including infectious diseases, ecological insecurities, mental health, and structural inequalities and health. Drawing upon interdisciplinary approaches, we will explore the intersection between global health and human rights with special attention to the ways in which broader socio-cultural, political, economic and historical contexts shape individual and collective responses to health, illness and healing. In turn, we will also examine the diverse ways individuals and institutions can develop meaningful partnerships to foster equitable health practices, policies and interventions, considering the impact of colonialism and globalization. The interrelationships between gender, ethnicity, race and class will be brought to bear on issues throughout the course.

**Pre-requisite(s):** 1.0 from Sociology courses at the 1000 level, and third or fourth year standing in any module/program or with permission of the instructor.

**Anti-requisite(s):** [Centre for Global Studies 3532F/G](#), and [Centre for Global Studies 3533F/G](#).

Unless you have either the requisites for the course or written special permission from your Dean to enroll in it, you will be removed from this course, and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary pre-requisites.

**Format:** In-person lectures, seminar discussions, student presentations, readings and films.

**Evaluation:** Short Critical Reflection 15% (In-class, October 6, 2025)  
Group Presentation and Discussion 15% (See details in OWL BRIGHTSPACE site)  
Midterm Exam 25% (In-class, November 17, 2025)  
Investigative Report 30% (Due December 5, 2025, via OWL BRIGHTSPACE submission)  
Attendance & Participation 15% (See details in OWL BRIGHTSPACE site)

**Required Readings:** (No Cost)

1. Ibarra, A.S. and LaBeaud, A.D. (2024): *Transforming Global Health Partnerships: Critical Reflections and Visions of Equity and Research-Practice Interface*. Open Access. Springer Nature.
2. Selected articles available in the OWL Brightspace course site under "Course Readings".

**Academic Integrity:**

Within this course, the use of artificial intelligence (AI) tools [such as Chat GPT] is not permitted for written work submitted for evaluation as this constitutes a form of academic plagiarism. It is expected that you will submit work that is truly your own, completed without external assistance (human or artificial). Written work may be subject to submission for similarity review by software such as

Turnitin that will check for unusual coincidences in answer and essay writing patterns that may indicate cheating.

**NB:** Please refer to the **OWL BRIGHTSPACE course site** for details regarding course assessments, expectations and policies.

### Course Learning Outcomes

This course introduces and/or reinforces key sociological skills, namely, the ability to:

1. Demonstrate a holistic understanding of the interface between societal and health issues.
2. Situate past and present health and social issues both at local and global levels.
3. Identify, contrast and compare interdisciplinary health perspectives, recognizing the provisional status of knowledge.
4. Distinguish and build connections between different schools of thought.
5. Employ a decolonizing lens to health and social issues.
6. Demonstrate creative, analytical and critical thinking skills.
7. Advocate for equity, diversity, inclusivity and different ways of being, doing and knowing beyond Western systems of thought and practices.
8. Identify and explain the role of power and social inequities in shaping people's health, sickness and healing.
9. Design and develop persuasive arguments.
10. Write using academic language and argumentation.
11. Demonstrate self-awareness and appropriate interpersonal skills.
12. Demonstrate capacity to work independently and collaboratively in groups.
13. Link theory to practice, applying sociological skills and knowledge to real life situations.
14. Engage in problem-based and inquiry-based learning to propose meaningful changes/solutions to pressing issues within diverse communities.

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## Global Health and Human Rights Fall 2025 SYLLABUS – LECTURE SCHEDULE

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**Sept. 8: Introduction**

Read: Course Outline

**Sept. 15: Introduction to Global Health: Historical Colonial Legacy and Visions of Health Equity**

Read: *Transforming Global Health Partnerships Open Access Book:*

1) Preface: **Ibarra, A.S. & LaBeaud, A.D.** (Pp. v-ix)

2) Prologue: Global Health Partnerships Must Evolve from Saviorism to Solidarity. **Pai, M.** (Pp. xi-xv).

- 3) Colonialism, Decolonization, and Global Health: **Seetah, K.** (Pp. 3-18)

**Sept. 22: Globalization, Global Governance and the Global Health System**

Read: *Transforming Global Health Partnerships Open Access Book:*

- 1) Ethical Challenges in Global Health Research: **Waechter, R.; Coomansingh, K.; Macpherson, C.; & Sarma, S.** (Pp. 19-34).
- 2) A Holistic Systems Approach to Global Health Research, Practice, and Partnerships: **Borbor-Cordova, M.; Ryan, S.; Lowe, R.; von Borries, R.; & Ibarra, A.S.** (Pp. 51-65)

**Sept. 29: Emerging Trends in Global Health: Infectious Diseases**

Read: *Transforming Global Health Partnerships Open Access Book:*

- 1) Addressing Sexual and HIV-Related Stigma in Haiti: Need for Societal Engagement: **Dunbar, W. & Coppieters, Y.** (Pp. 223-231);
- 2) Role of Social Science in Infectious Disease Research: A Case Study of Partnering with Communities in Vector Control in a Kenyan Village: **Kibe, L.W. & LaBeaud, A.D.** (Pp. 121-131);
- 3) Community-Based Approaches to Respond to Epidemics and Natural Disasters in Coastal Ecuador: **Díaz, A.; Jeffery, A.; Cedeño; Pallaroso, Y.; Jaramillo, G.; Rodriguez, B.M.; Wonsey, B.; Zambrano; & Rodriguez, D.C.** (Pp. 195-207).

**Video: TBA**

**Oct. 6: IN-CLASS SHORT CRITICAL REFLECTION**

**Oct. 13: Thanksgiving – NO CLASS**

**Oct. 20 Ecological Determinants of Health: Land, Water, Air and Food Security**

Read:

- 1) The Health Consequences of Global Climate Change, **George Luber & Stasia Widerynski** (2019). In: Foundations of Global Health: An Interdisciplinary Reader, Brown, P. and Closser, S. (eds). (Pp. 175-186). Oxford University Press (**In OWL Brightspace course site**).
- 2) **Zambrano-Monserrate, M. et al.** (2020): Indirect Effects of COVID-19 on the Environment in *Science of the Total Environment*, 728: 138813 (**In OWL Brightspace course site**).
- 3) *Transforming Global Health Partnerships Open Access Book:*

Transforming the Planetary Health Crisis Through an Indigenous Land-Based Meta-Narrative: **Redvers, N. & Menzel, K.** (Pp. 273-284).

**Video: TED Talk: Al Gore: The Case for Optimism on Climate Change**

**Oct. 27: Social Determinants of Health: Structural Violence and Transforming Health Inequalities**

Read: *Transforming Global Health Partnerships Open Access Book:*

- 1) **Guillot-Wright et al.** (2022): Systems and Subversion: A Review of Structural Violence and Im/migrant Health. In: *Current Opinion in Psychology* 2022, 47:10143. <https://doi.org/10.1016/j.copsyc.2022.101431> (In OWL **Brightspace course site**).
- 2) Educational Perspectives from the Field: Pathways to the Future: **Rochford, R.; Nalwoga, A.; Daud, I.; & Samayoa-Reyes, G.** (Pp. 335-342).
- 3) Engaging with Heart in Global Health Partnerships: **Luzadis, V.** (Pp. 355-363).

**Nov. 3: NO CLASS – FALL READING WEEK**

**Nov. 10: Gender Values and Global Health**

Read:

- 1) Why Circumcision?, **Homa Hoodfar** (2019). In: *Foundations of Global Health: An Interdisciplinary Reader*, Brown, P. and Closser, S. (eds). (pp. 284-288) (In OWL **Brightspace course site**).
- 2) **Boddy, J.** (2020): Re-thinking the Zero Tolerance Approach to FGM/C: The Debate Around Female Genital Cosmetic Surgery in *Current Sexual Health Reports*, 12: 302-312 (In OWL **Brightspace course site**).
- 3) *Transforming Global Health Partnerships Open Access Book:* When Women Lead in Global Health: Alternative Mobilizations: **Alonso, C.; Torres, I.; & Profeta, B.** (Pp. 301-315).

**Nov. 17: IN-CLASS MIDTERM EXAM**

**Nov. 24: Global Mental Health: Challenges and Facilitators**

Read:

- 1) Magomedova, A. & Fatima, G. (2025): Mental Health and Well-Being in the Modern Era: A Comprehensive Review of Challenges and Interventions. *Cureus* 17(1): e77683. DOI 10.7759/cureus.77683 (In OWL **Brightspace course site**).
- 2) Rudenstine, S. et al. (2025): Defying Risk: Moving from Resilience to the Capacity to Adapt, a Contribution to Mental Health

Prevention. *Frontiers in Psychology*. Volume 16 – 2025  
| <https://doi.org/10.3389/fpsyg.2025.1600841> (In OWL  
Brightspace course site).

**Film:** *Hidden Pictures*

**Dec. 1:** **Global Health/Human Rights: Diverse Ways of Knowing and Doing**

Read: *Transforming Global Health Partnerships Open Access Book:*

- 1) Foundations and Future Directions of Global Health  
Communication: **Adam, M.; Gates, J.; Mbewu, N. & Bärnighausen, T.**
- 2) Courageous Authenticity: Bringing our Inner Wisdom to our Work,  
Partnerships and Communities: **Tyler, A. & LaBeaud, A.D.** (Pp. 365-376).

**Dec. 5:** **INVESTIGATIVE REPORT Due @ 11:59 pm via the Assignments tool in OWL BRIGHTSPACE course site**

**N.B.** Course syllabus is subject to changes at the instructor's discretion.

# KING'S UNIVERSITY COLLEGE

## GENERAL COURSE POLICIES

### 2025-2026

#### **1. Academic Accommodations, Consideration for Absences**

##### **Academic Accommodation (Accessibility)**

Accessibility Services works to ensure that academic programs are accessible to all students, and supports students who may have a condition related to, but not limited to, vision, hearing, mobility, different ways of learning, mental health, chronic illnesses, chronic pain, autism spectrum disorder, ADD/ADHD, and temporary conditions (beyond short-term academic consideration). Accessibility Services provides recommendations for accommodation based on medical documentation or psychological and cognitive assessment. The accommodation policy can be found here [Academic Accommodation for Students with Disabilities](#). Information on Accessibility Services at King's can be found [here](#).

##### **Academic Consideration for Student Absence**

If a student is unable to meet a course requirement due to substantial but temporary extenuating circumstances (medical or compassionate), they should follow the procedures below.

In some cases, where instructors have built flexibility into their assessments, this flexibility will already address consideration needs.

Requests for academic consideration should be directed to the Academic Advising Office of your faculty/college of registration. Requests must be made as soon as possible and no later than 48 hours after the missed assessment.

As a rule, documentation is required for academic consideration. For academic consideration requests on medical grounds, the Student Medical Certificate is available at [https://www.kings.uwo.ca/kings/assets/File/currentStudents/courses\\_enrollment/exams\\_and\\_tests/SMC-Feb-2025.pdf](https://www.kings.uwo.ca/kings/assets/File/currentStudents/courses_enrollment/exams_and_tests/SMC-Feb-2025.pdf).

Students are permitted one academic consideration request without supporting documentation per term per course.

Instructors may designate one assessment per half-course weight as requiring formal supporting documentation. Please refer to the course outline for each course.

For further information, please see:

[https://uwo.ca/univsec/pdf/academic\\_policies/appeals/academic\\_consideration\\_Sep24.pdf](https://uwo.ca/univsec/pdf/academic_policies/appeals/academic_consideration_Sep24.pdf)

##### **Absences from Final Examinations**

If you miss the Final Exam, contact the Academic Advising Office of your faculty/college of registration as soon as you are able to do so. They will assess your eligibility to write the Special Examination (the name given by the University to a makeup Final Exam).

You may also be eligible to write the Special Exam if you are in a “Multiple Exam Situation” (e.g., more than 2 exams in 23-hour period, or more than 3 exams in a 47-hour period).

If a student fails to write a scheduled Special Examination, the date of the next Special Examination (if granted) normally will be the scheduled date for the final exam the next time this course is offered. The maximum course load for that term will be reduced by the credit of the course(s) for which the final examination has been deferred. See the Academic Calendar for details (under [Special Examinations](#)).

## **Religious Accommodation**

Students should consult the University's list of recognized religious holidays, and should give notice in writing to the instructor and Academic Advising Office if a course requirement will be affected by a religious holiday/observance. Notice must be given as early as possible, and no later than two weeks prior to an examination, and one week prior to a midterm test date. It is the responsibility of such students to inform themselves concerning the work done in classes from which they are absent and to take appropriate action.

## **2. Support Services**

Accessibility, Counselling and Student Development at King’s University College:

<https://www.kings.uwo.ca/current-students/student-services/>

Students experiencing emotional or mental health distress can access services at King’s University College: <http://www.kings.uwo.ca/current-students/campus-services/student-support-services/personal-counselling/>

Good2talk is a good online and phone 24/7 resource for students and is available in English, Mandarin, and French: <https://good2talk.ca>, 1-866-925-5454

MentalHealth@Western provides a complete list of options about how to obtain help:

[https://www.uwo.ca/health/mental\\_wellbeing/](https://www.uwo.ca/health/mental_wellbeing/)

Academic Support Services at King’s University College:

<https://www.kings.uwo.ca/current-students/academic-resources/>

### **GBSV Support:**

King’s is committed to reducing incidents of gender-based and sexual violence and providing compassionate support to anyone who has gone through these traumatic events. If you have experienced sexual or gender-based violence (either recently or in the past), you will find information about support services for survivors, including emergency contacts at:

<https://www.kings.uwo.ca/about-kings/safe-campus/gender-and-sexual-violence/>

You can reach someone supports at Kings by emailing [Care@kings.uwo.ca](mailto:Care@kings.uwo.ca) or calling 519-930-4640 to reach a social worker who can offer help.

You can also reach Western’s Gender-Based Violence & Survivor Support Case Manager by [email](#) or by calling 519-661-3568.

Further supports can be found on this website: <https://www.kings.uwo.ca/about-kings/safe-campus/gender-and-sexual-violence/>

See also [https://www.uwo.ca/health/student\\_support/survivor\\_support/get-help.html](https://www.uwo.ca/health/student_support/survivor_support/get-help.html)

University Students' Council offers many valuable support services for students, including the health insurance plan: <http://westernusc.ca/services/>

### 3. Statement on Use of Electronic Devices

**Use of Electronic Devices:** Unless explicitly stated otherwise, you are not allowed to have a cell phone, or any other electronic device, with you during tests or examinations. Unauthorized possession of such a device during a test or examination constitutes an academic offence.

**Use of Laptops, Tablets, and Smartphones in the Classroom:** King's University College at Western University acknowledges the integration of new technologies and learning methods into the curriculum. The use of electronic devices such as laptop computers, tablets, or smartphones can contribute to student engagement and effective learning. At the same time, King's recognizes that instructors and students share jointly the responsibility to establish and maintain a respectful classroom environment conducive to learning.

The use of electronic devices by students during lectures, seminars, labs, etc., shall be for matters related to the course at hand only. Students found to be using electronic devices for purposes not directly related to the class may be subject to sanctions under the Student Code of Conduct; see <https://www.kings.uwo.ca/current-students/student-affairs/code-of-student-conduct1/>

Inappropriate use of electronics (e.g., laptops, tablets, smartphones) during lectures, seminars, labs, etc., creates a significant disruption. As a consequence, instructors may choose to limit the use of electronic devices in these settings. In addition, in order to provide a safe classroom environment, students attending in-person class sessions are strongly advised to operate laptops with batteries rather than power cords.

### 4. Statement on Academic Offences

King's is committed to academic integrity. Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, is posted at

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf)

It is expected that students will submit work that is truly their own, completed without external assistance (human or artificial) except as explicitly permitted by the course instructor. Check with your instructor on what tools, including generative AI (ChatGPT, translation tools, grammar-checking tools) are permitted in the course. Because a tool is permitted in one course, that does not mean it is permitted in other courses.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system; see <https://elearningtoolkit.uwo.ca/tools/Originality Reports - TurnItIn.html>.

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

### **5. Copyright of Course Material**

Lectures and course materials, including PowerPoint presentations, tests, outlines, and similar materials are protected by copyright. Faculty members are the exclusive owner of copyright in those materials they create. Students may take notes and make copies for their own use. Students may not allow others to reproduce or distribute lecture notes and course materials publicly (whether or not a fee is charged) without the express written consent of a faculty member. Unauthorized sharing of class content is subject to academic discipline.

Similarly, students own copyright in their own original papers and exam essays. If a faculty member wishes to post a student's answers or papers on the course website, they should ask for the student's written permission.

### **6. Use of Recordings**

Participants in this course are not permitted to record the sessions, except where recording is an approved accommodation and/or the participant has the prior written permission of the instructor. Unauthorized recording and/or sharing of class content is subject to academic discipline.

### **7. Policy on Attendance**

Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course, will be reported to the Dean of the Faculty offering the course, after due warning has been given. On the recommendation of the department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course.