



One World, One Health: Addressing Pandemics in a Global World

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ELAI 990 – Advanced Integrated Skills

Global Humanities Focus (Spring 2019)

- Guiding Principle: **expand geographical focus** beyond US or any other one country
- Currently:
 - Students' own knowledge & experiences from their countries
 - Many readings, TED talks have a US-centric focus
 - Some materials reference other countries briefly (after-thought)
- Analogy: WHO is represented around us? (with positions of power) → subconscious effect
 - Ex: increase in minority representation in entertainment
 - Asian Americans “Fresh off the Boat” – immigrant stories
 - African Americans “Black Monday” – shift toward minorities with power and money



Goals for Project

Expand

Expand from a single country to a global perspective

How do countries and cultures interact?

Increase

Increase student engagement & creativity

Provide

Provide more language opportunities
(for all skills) around the topic

Create

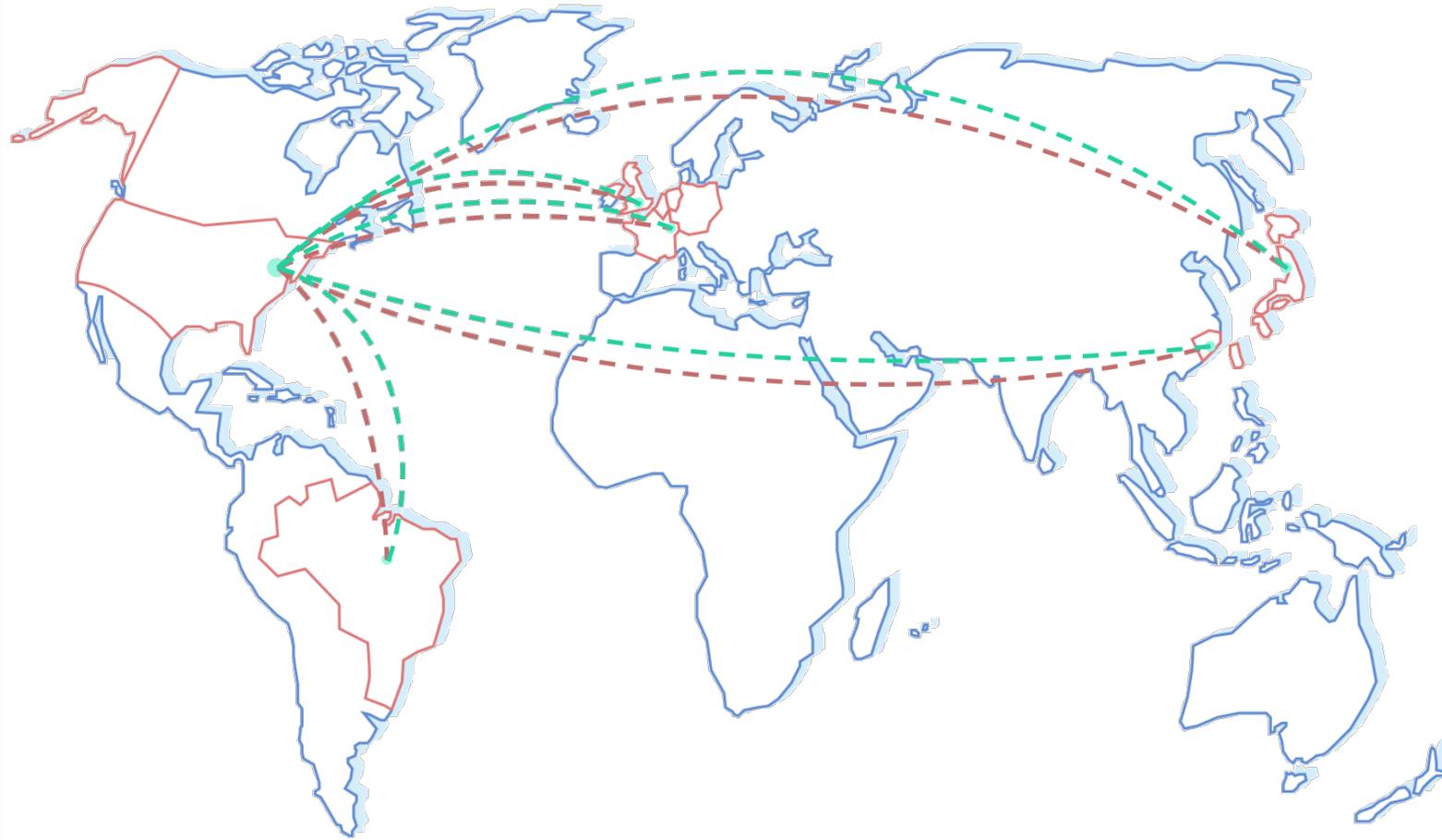
Deliberately focus on more creative & memorable methods to present & receive information

Facilitate

Facilitate immersion stage
("forget" that they're learning)

Big Idea

- There is one global health (affected by animal, human, and environmental factors) that requires us all to **cooperate** and **collaborate** to ensure the best outcomes.





Project: One World, One Health

1. Read an article about “Outbreak” exhibit in the National History Smithsonian Museum.
2. Visit the “Outbreak” exhibit.
3. Participate in a simulation scenario involving an HIV crisis (State Department).
4. Create a photo essay or create an Adobe Spark digital story about some of the global diseases after additional library research.

Integration: Use all four language skills to maximize language development.

How Globalization Changed the Way We Fight Disease

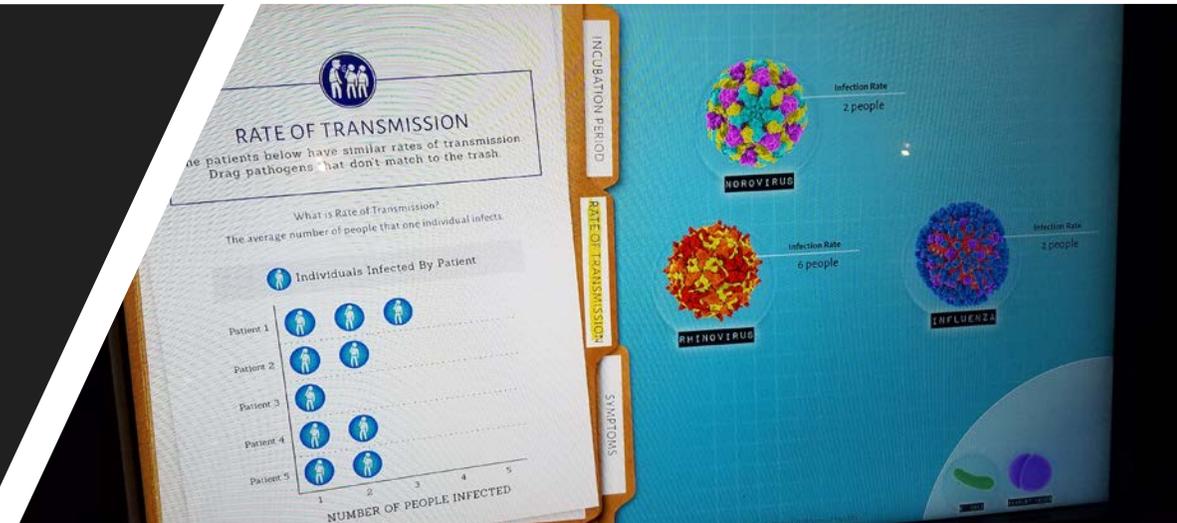
A new exhibition at the National Museum of Natural History explores the deadly past of global epidemics



1. Before the
Natural
History
Museum
Visit

2. “Outbreak” Exhibit

- Content (videos, reading, computer simulation, objects and artifacts)
 - Take notes, pictures, and video that will enable them to:
 - track the spread of global diseases & their causes (clarify misconceptions)
 - re-evaluate the stigma associated with diseased individuals
 - focus on the importance of global collaboration in order to stop and spread pandemics.
- ...while learning new vocabulary and language structures (rich input)*



Imagine You're a Disease Detective

People are lining up outside your clinic. Patients with similar symptoms are filling up the hospital. Your mission is to diagnose what pathogen is spreading through the community.

Global Focus of “Outbreak”

- Many countries mentioned (Nigeria, Guinea, Sierra Leone, Liberia, China, Singapore, Vietnam, Canada, South Korea, Malaysia, Bangladesh, US - CO, AZ, NM)
- World = interconnected (global travel)

HIV/AIDS
Around the World
See how each region is doing

Touch a region to learn more



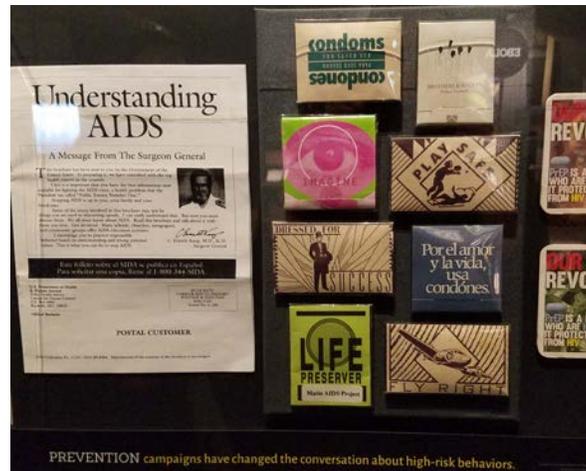
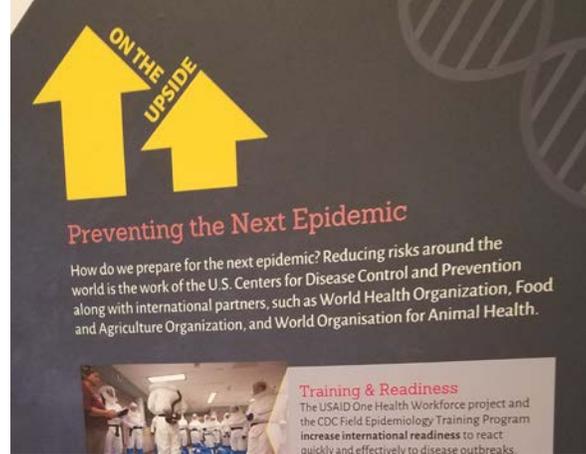
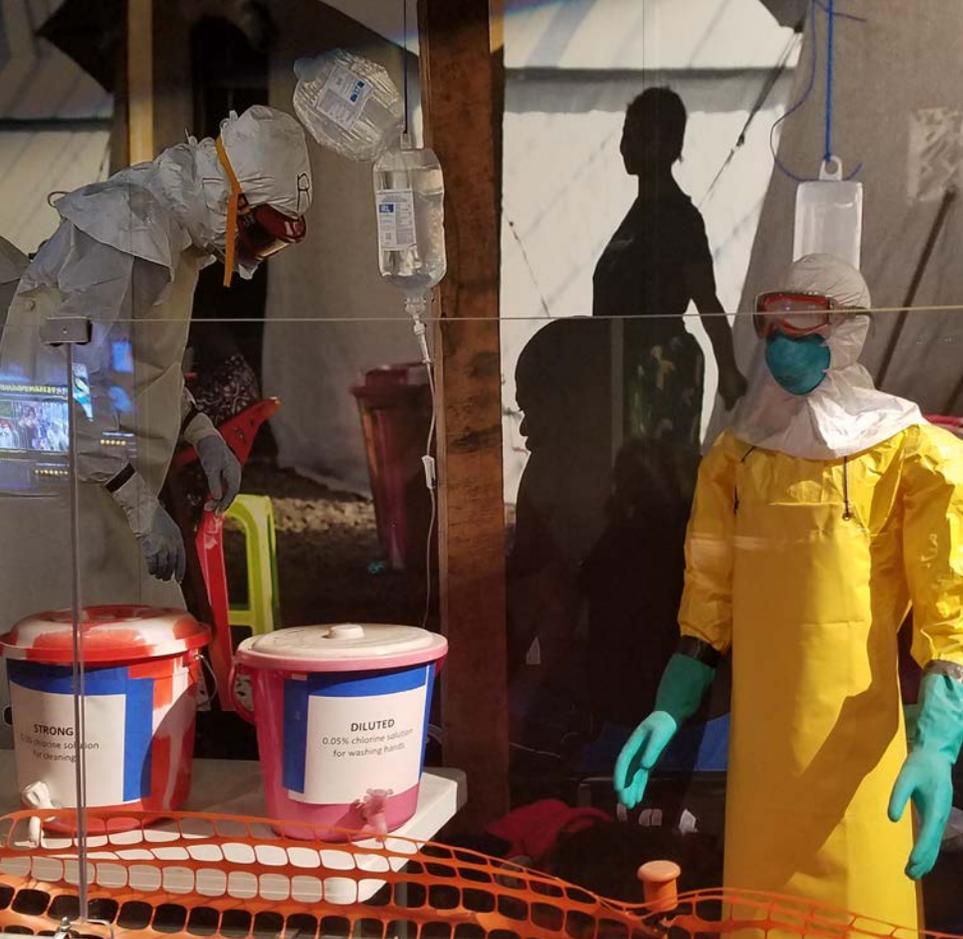
Global Status

36.7 million
living with HIV worldwide

2030 Goals

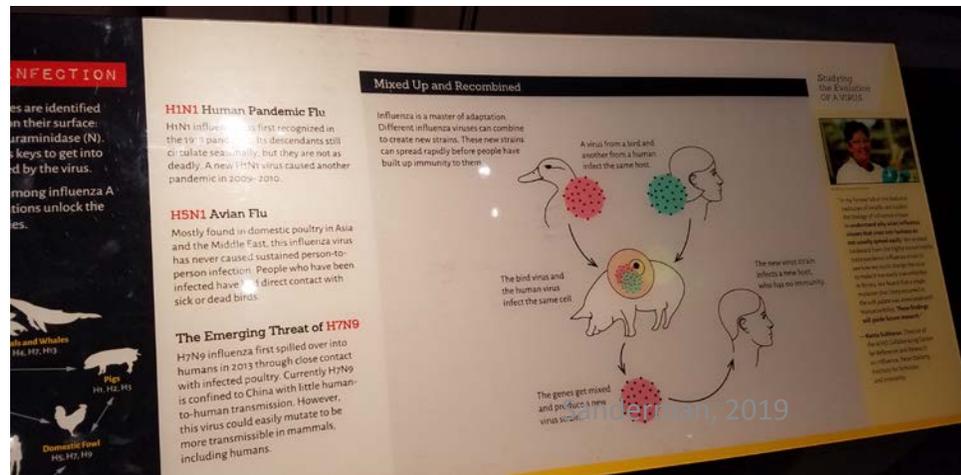
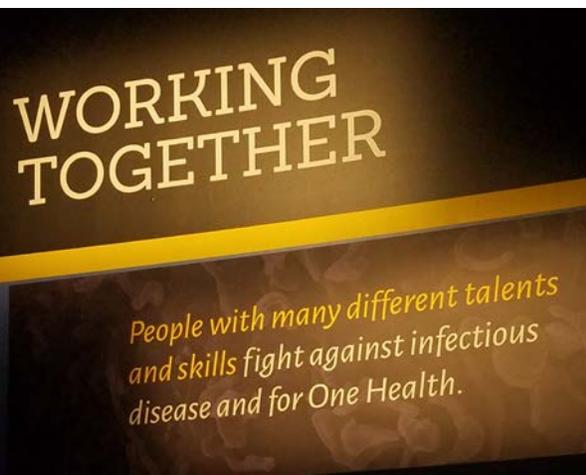
To end the AIDS pandemic by 2030, every region needs

- 90% of HIV-positive people know their status
- 90% of HIV-positive people who know their status are on treatment
- 90% of HIV-positive people on treatment are virally suppressed



“Outbreak” Exhibit

- Focuses on 7 major pandemics:
 - SARS
 - MERS
 - Ebola
 - HIV/AIDS
 - Zika
 - Influenza
 - Hanta
- Scientific explanations about animal and human transmission, urbanization & travel (causes/effects)
- Optimistic tone, spirit of collaboration



3. State Department Simulation (HIV Crisis)



Foreign Ministry
of Daymar



Foreign Ministry
of Lateen



Prevent
HIV/AIDS
Now



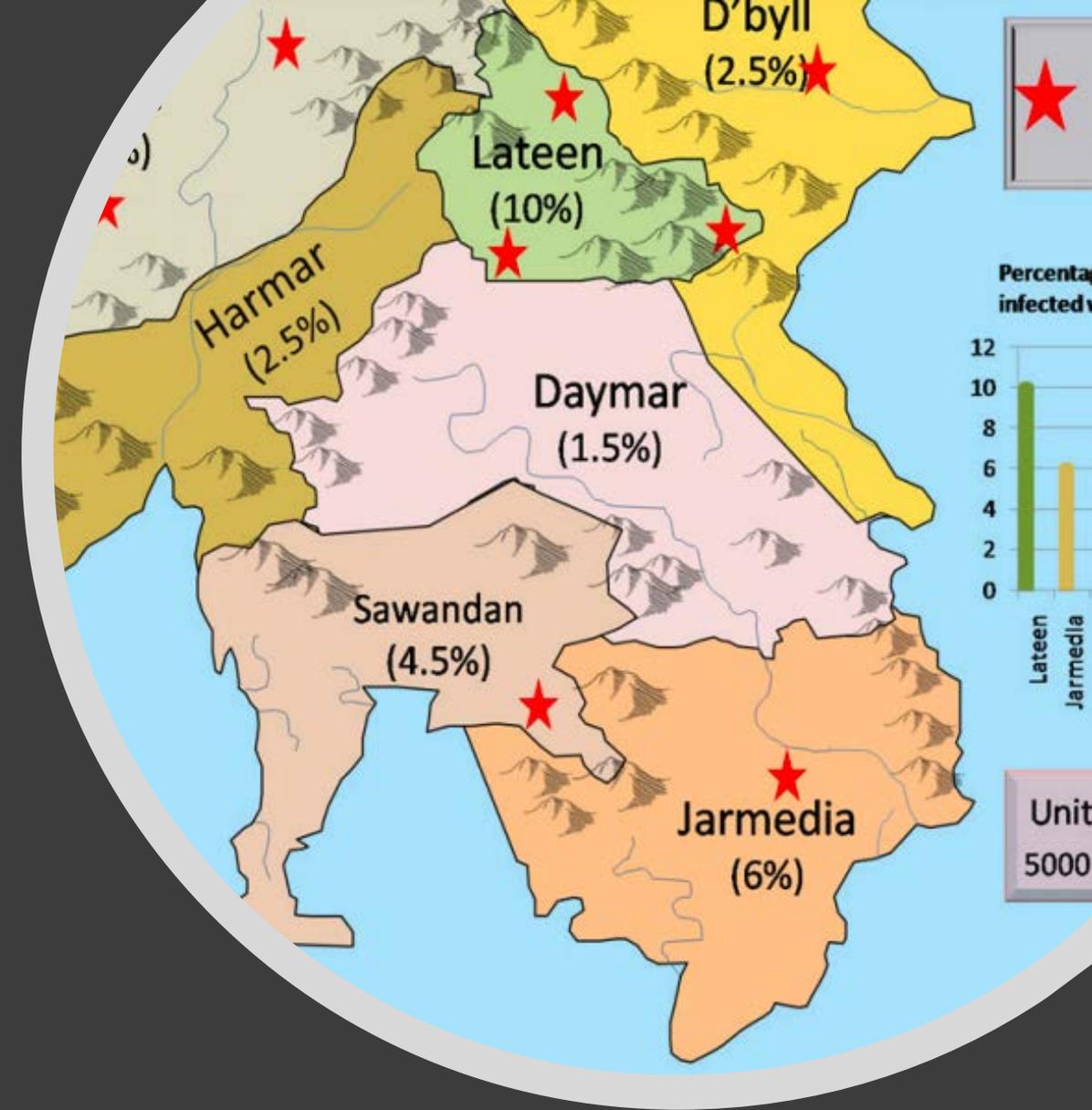
UNAIDS



U.S. Department
of State

Hypothetical Simulation Scenario

- Increasing HIV/AIDS cases in Daymar.
- Officials in Daymar blame the neighboring country of Lateen, which sends migrant workers into Daymar.
- Daymar's government has threatened to close its border with Lateen.
- Collaborative meeting of all stakeholder groups to address this issue.



Students as Key Stakeholders

- Negotiate a response to the increase in HIV/AIDS and political tensions.
- Outcomes: develop skills in critical thinking, collaboration, problem-solving, persuasive communication, and global competence.
- <https://diplomacy.state.gov/education/about/class-materials/hiv>
 - Fact sheets
 - Glossary of terms
 - Tools for Negotiation (supplement with language tips)

TOOLS FOR NEGOTIATING EFFECTIVELY

Clearly Determine Your Position And Agree On Your Strategy:

- Clarify or restate your position if it is mis-represented by one of the other stakeholder groups.
- If during informal discussions you decide your group should change its position, discuss it with the other group members as soon as possible.

Realistically Evaluate Possible Actions Before You Propose Them:

- Are the proposals possible?
- Will they achieve the results you want?
- Watch for unintended consequences.

Analyze Other Groups' Positions:

- Why do they hold that position?
- Why do they oppose or support your proposals?
- Can you apply pressure to make stakeholders re-evaluate their positions?
- Can you offer any incentives to make stakeholders re-evaluate their positions?

Build Alliances:

- Identify which stakeholders share your position and which do not.
- Do not spend all your time trying to persuade others. Listen carefully to other delegates and absorb what they are saying.
- Try to identify common interests and concerns you share with other stakeholders.
- Even if your end goal is different, what can you agree on with others?

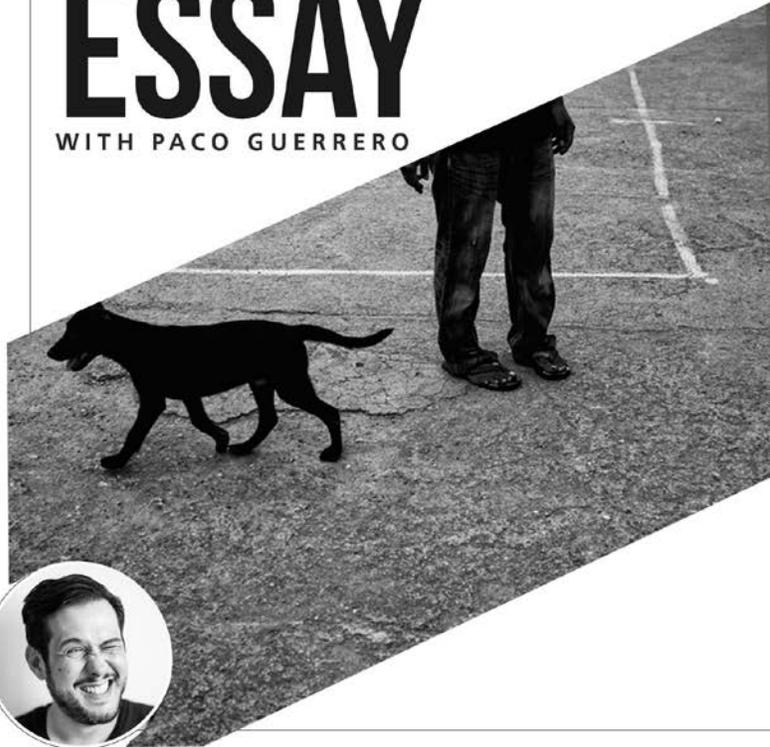
Identify Incentives and Disincentives ("Carrots and Sticks"):

- Consider what incentives you can safely offer to other groups.
- Explain to other stakeholders the negative consequences (either direct or indirect) that may follow if they oppose your position.



PHOTOGRAPHIC ESSAY

WITH PACO GUERRERO



How do we tell stories through images?

During this 2-day workshop, we will be exploring how photography can become a powerful narrative tool through the form of the classic photo essay. Participants will be given a chance to work on their own image sets by embedding at several locations around Makati. The objective is to give participants a taste of what the challenges are of shooting a short photo essay.



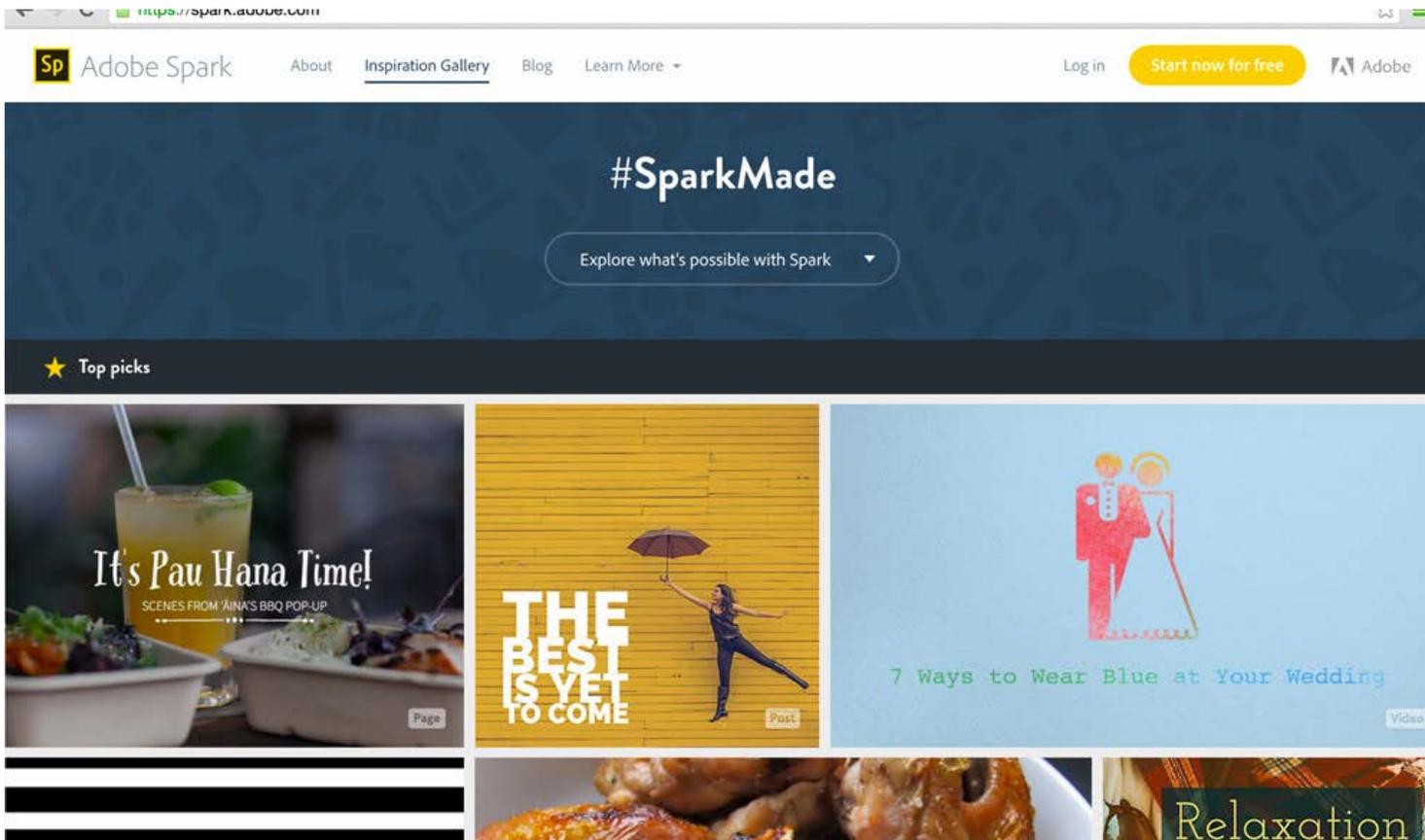
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or call 759 8288 for more information

4a. Final Project: Photo Essay

- Possible research topics:
 1. Choose one of the pandemics mentioned in the “Outbreak” exhibit. What are some of the reasons why this disease had a global impact?
 2. What are the most effective ways for countries to collaborate in order to slow the spread of global diseases? Use examples from the “Outbreak” exhibit to support your ideas.
- Use photos from the exhibit to support your ideas visually within the text. An additional reference from the Library Catalog is required.



- [Meet Adobe Spark](#)
 - Free digital storytelling application
 - Includes basic templates for inserting photos, videos, voice recording, and text
 - “Simple” to use
 - Professional look and multimedia final product

- Tutorial by Gloria Barron, ELITE

4b. Final Project: Adobe Spark Video

Global Humanities & Learning Competencies

Global Self-Awareness (Milestone 3): Evaluates the global impact of one's own and others' specific local actions on the natural and human world.

Understanding Global Systems (Milestone 3): Analyzes major elements of global systems, including their historic and contemporary interconnections and the differential effects of human organizations and actions, to pose elementary solutions to complex problems in the human and natural worlds.

Personal and Social Responsibility (Milestone 2): Explains the ethical, social, and environmental consequences of local and national decisions on global systems.

Implementation: Fall 2019



Resources

- “What Causes Disease Outbreaks and How Can We Stop Them?”
<https://insider.si.edu/2018/09/what-causes-disease-outbreaks-and-how-can-we-stop-them/>
- “How Globalization Changed the Way We Fight Disease”
<https://www.smithsonianmag.com/smithsonian-institution/how-globalization-changed-way-we-fight-disease-180969222/>
- HIV Crisis Simulation <https://diplomacy.state.gov/education/about/class-materials/hiv>
- Library Catalog (for additional research to supplement the information in the exhibit) <https://cms.montgomerycollege.edu/libraries/>
- Adobe Spark <https://spark.adobe.com/>
- Tutorial by ELITE Faculty, Gloria Barron