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

Alicia Sanderman, ELAP Professor
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 (afterthought)

• 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

Sanderman, 2019
### Goals for Project

<table>
<thead>
<tr>
<th>Expand</th>
<th>Increase</th>
<th>Provide</th>
<th>Create</th>
<th>Facilitate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expand from a single country to a global perspective</td>
<td>Increase student engagement &amp; creativity</td>
<td>Provide more language opportunities (for all skills) around the topic</td>
<td>Deliberately focus on more creative &amp; memorable methods to present &amp; receive information</td>
<td>Facilitate immersion stage (“forget” that they’re learning)</td>
</tr>
<tr>
<td>How do countries and cultures interact?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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.
1. Before the Natural History Museum Visit

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

Sanderman, 2019
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)

Sanderman, 2019
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)

Sanderman, 2019
“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)

<table>
<thead>
<tr>
<th>Foreign Ministry of Daymar</th>
<th>Foreign Ministry of Lateen</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prevent HIV/AIDS Now</td>
<td>UNAIDS</td>
</tr>
<tr>
<td>U.S. Department of State</td>
<td></td>
</tr>
</tbody>
</table>
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.

Sanderman, 2019
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](https://diplomacy.state.gov/education/about/class-materials/hiv)
  • Fact sheets
  • Glossary of terms
  • Tools for Negotiation (supplement with language tips)

Sanderman, 2019
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.

Sanderman, 2019
4b. Final Project: Adobe Spark Video

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
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

Sanderman, 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”

• 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