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Course Description

This course provides an overview to ethical issues within a global health context. The course starts with an introduction to ethical frameworks, theories, and historical references that elevate the ethics conversation to the global stage. The course will then link theory to practice as we delve deeper into ethical issues in research, experiential learning, and delivery. We will consider ethical questions about the discipline of global public health and the roles of governments, academic institutions, organizations, health professions, and members of the public as stewards of health. Through readings, lectures, discussions, individual and group activities, students will gain a deeper understanding of the diverse international perspectives on the concepts of ethics and health as well as tools for articulating potential ethical dangers, prevention and resolution.

Course Goals

At the end of this course, students should be able to better understand ethical dilemmas in the global health context, and

- Identify major theoretical frameworks used to describe ethics and morality
- Understand the moral interconnectedness of responsibility, duty and rights from an individual and collective perspective
- Distinguish the different roles diverse members of the global health community have, and their contribution to the promotion of ethical behavior of health practices
- Recall historical examples of global health ethics successes and failures and explain the relevant issues
- Develop strong arguments for a complex global health ethical debate drawing from the terms covered in class
## Instructor Information

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Contact Information</th>
<th>Office Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Madhavi Dandu, M.D., MPH</strong></td>
<td><a href="mailto:madhavi.dandu@ucsf.edu">madhavi.dandu@ucsf.edu</a></td>
<td>Scheduled weekly by appointment</td>
</tr>
<tr>
<td><strong>Rohini Haar, M.D., MPH</strong></td>
<td><a href="mailto:rohinihaar@berkeley.edu">rohinihaar@berkeley.edu</a></td>
<td>Scheduled weekly by appointment</td>
</tr>
</tbody>
</table>

Madhavi Dandu is an Associate Professor of Medicine at UCSF and an internist who practices Hospital Medicine. Her work is devoted to global health education, curriculum development, and mentorship. She is Director of the Masters of Science in Global Health, a one-year program designed for students or practitioners in a health science profession or related field who wish to achieve mastery and leadership skills in the field of global health. Additionally, she is Director of the Global Health Pathway/Area of Distinction for the Internal Medicine Residency. In this capacity she coordinates international experiences of residents, assists with their scholarly projects, and provides curriculum for trainees interested in careers in global health. She is also co-director of the Global Health Core for the Division of Hospital Medicine and a senior curriculum advisor for the HEAL Fellowship. Finally she continues to pursue her interest in health and human rights work.

Rohini Haar is an emergency medicine physician with expertise in health and human rights. Her work focuses on the protection of human rights in times of complex humanitarian crisis and conflict. She is particularly interested in the protection of health workers and health services. As an emergency medicine physician, she has worked both as academic emergency medicine faculty in New York City and Oakland, as well as on numerous international projects including in Haiti, Senegal, Ghana, Morocco, Palestine/Israel, India and the Thai/Burma border. Dr. Haar has published articles on issues including health in post-conflict states and the reconstruction of health systems after humanitarian disasters. She is particularly interested in developing strong research methodology in fragile contexts. Dr. Haar serves on the board of the SF Bay Area Chapter of Physicians for Social Responsibility and is a consultant for the International Rescue Committee and Physicians for Human Rights.
Instructor: **Rebecca DeBoer, M.D., MA**

Contact information: [Rebecca.Deboer@ucsf.edu](mailto:Rebecca.Deboer@ucsf.edu)

Office hours scheduled weekly by appointment

Rebecca (Becky) DeBoer MD, MA is a fellow in medical oncology at the University of California, San Francisco and a Helen Diller Family Comprehensive Cancer Center (HDFCCC) Global Cancer Fellow. She received her BA in Human Biology from Stanford University and her joint MD and MA in Medical Humanities and Bioethics from Northwestern University. Her master’s thesis was entitled *The Ethics of Global Cancer Care and Control*. She completed residency in internal medicine at the University of Chicago and fellowship at the MacLean Center for Clinical Medical Ethics. During her medical training, she conducted a qualitative study on cancer treatment decision-making and research ethics in Mumbai, India, and pursued clinical oncology rotations in Uganda and Nigeria. She then worked as an oncology clinician at the Butaro Cancer Center of Excellence in northern Rwanda with the organization Partners In Health/Inshuti Mu Buzima over a two-year period. Now, during the research phase of her oncology fellowship, she is working with collaborators in Rwanda and at Ocean Road Cancer Institute in Tanzania.

Course Facilitator: **Elizabeth Rojo, MsC**

Contact information: elizabethrojo@berkeley.edu

Office hours scheduled weekly by appointment

Elizabeth Rojo is the Center for Global Public Health Program Manager. She helps lead the Global Health Specialty and CGPH Fellows program, also contributing to the development of research and education initiatives in collaboration with partnering faculty, students, and groups.

Elizabeth’s passion for social development and global affairs brought her to the University of California where she has worked in various capacities over the years including at the department of Political Science at UC Berkeley and Global Health Sciences at UCSF. Prior to this role, she lived in Tanzania where she worked in Program Development for an emergency medicine NGO in Dar es Salaam.

She has an educational background in International Relations (MSc) from IE School of International Relations in Madrid and research background focused on women’s issues in Ghana per the Millennium Development Goals. She has special research interest in refugee health. Elizabeth is also fluent in Spanish, intermediate in French and beginner in Swahili.

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Student Support Contact Information

Advising and Academic Planning

Evan vanDommelen-Gonzalez, DrPH, MPH
Faculty & Academic Student Advisor
evgn48@berkeley.edu
Mobile: (415) 385-0673

Deborah Barnett, PhD
Pedagogical Director
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Mobile: (415) 755-0655

Proctored Exam Facilitation & Support

Julie Moss, MFA, MAEd
Instructional Designer
juliecmoss@berkeley.edu
Mobile: (510) 480-1892

Student Resources

School of Public Health Library
http://www.lib.berkeley.edu/libraries/public-health-library

Student Counseling with University Health Services (Phone appointments available)
https://uhs.berkeley.edu/counseling

BCourses 24/7 Technical Support

If you encounter any technical problems with bCourses such as problems opening the course site, accessing quizzes, discussions or submitting assignments or problems with mobile apps contact the Canvas 24/7 support from “Help” inside of any of your bCourses course sites or directly using live chat or phone:

- Live Chat: https://cases.canvaslms.com/apex/liveagentchat
- Phone: 855-308-2758
- Links to download Canvas mobile apps and instructions are on the Student Hub in the Technology Guides.

Broken Links, Missing Course Files

If you find any broken links or missing course files on the bCourses site, please alert your course facilitators and identify the location of the problem on the course site.
Course Format

This 8-week course is organized into weekly topics, discussions, individual activities and a final group project. Course topics are introduced through narrated PowerPoint lectures, interviews with global health experts and guided readings. Students will participate in facilitated discussions and activities to learn course content and acquire course competencies. A group project will provide an opportunity to apply course concepts to global health ethics cases of professional relevance to students.

Course Schedule

Week 1: What is global health ethics?

<table>
<thead>
<tr>
<th>Topics</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Topic 1: Course overview: course description, learning objectives, learning format, expectations</td>
<td>● Contrast the tenets of global health ethics from bioethics</td>
</tr>
<tr>
<td>● Topic 2: Defining global health ethics</td>
<td>● Deconstruct the four main elements of the Upshur definition of GH Ethics: “critical exploration including self-reflection”, interprofessional, transdisciplinary, and transcultural dialogue”, “rigorous analysis”, and “normative guidance in decision-making”</td>
</tr>
<tr>
<td>● Topic 3: Historical narratives relevant to defining global health ethics</td>
<td>● Describe the legacy of imperialism, colonialism, and conquest in the definition of global health ethics</td>
</tr>
<tr>
<td>● Topic 4: Elements and theoretical underpinnings of conceptual frameworks for evaluating ethical dilemmas</td>
<td>● Articulate the relative contribution of global north vs global south voices in the definition of global health and the resultant consequences.</td>
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<tr>
<td></td>
<td>● Review the following terms as relevant to global health ethics:</td>
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<td>o Individual vs Group/Community</td>
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<tr>
<td></td>
<td>o Social contract</td>
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<tr>
<td></td>
<td>o Paternalism</td>
</tr>
<tr>
<td></td>
<td>o Equity and Justice</td>
</tr>
<tr>
<td></td>
<td>o Cosmopolitanism</td>
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<td></td>
<td>o Utility</td>
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</table>

Required Readings


Optional Readings

- Consider Chapter 1 of: https://www.routledge.com/An-Introduction-to-Global-Health-Ethics/Pinto-Upshur/p/book/9780415681834
## Discussions and Small Group Activities

- **Small Group Case Discussion on Global Health Ethics case.** (Due Saturday evening at 11:59pm PT)
  - Answer the following questions:
    - Define the ethical dilemma
    - Share an alternate perspective if this case was evaluated by someone in a location different from your own?
    - What is group's decision?

- **Large group discussion after small group discussion.** Or large group with comments required on shared materials from the small group. (Due Monday evening at 11:59pm PT)
  - Answer the following questions:
    - Share each small group case and decision?
    - How did the group come to a decision?
    - What were points of disagreements between group members?

For both of these, use the terms used in class.

### Assignments

Reflection exercise: 2-3 paragraph reflection sharing a personal experience with an ethical conundrum using the terms learned in class today.
### Week 2: History, frameworks and the law

<table>
<thead>
<tr>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Topic 1: Essential Global Health Frameworks</td>
</tr>
<tr>
<td>● Topic 2: Intersection of Law, Public Health and Ethics</td>
</tr>
<tr>
<td>● Topic 3: Historical examples</td>
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</table>

<table>
<thead>
<tr>
<th>Objectives</th>
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<tbody>
<tr>
<td>● Be able to define and explain essential global health frameworks such as +/- duty, structural violence, cultural relativism, justice, human rights and practice guidelines</td>
</tr>
<tr>
<td>● Recall historical examples of global health ethics successes and failures and explain the relevant issues</td>
</tr>
<tr>
<td>● Integrate Law, Medicine and Public Health theories to global health ethics</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Venkatapuram, Sridhar. “First principles of health justice: a human right to be healthy.” TEDxLSHTM. Nov 2015. Lecture (<a href="https://www.youtube.com/watch?v=Ex1AqnM6U9Y">https://www.youtube.com/watch?v=Ex1AqnM6U9Y</a>)</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Activities</th>
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<tbody>
<tr>
<td>“Lessons from History” Activity:</td>
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<tr>
<td>- identify a case or example from history (web search, readings etc)</td>
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<tr>
<td>- give a brief explanation of the case (what happened, how was it dealt with, mistakes etc)</td>
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<tr>
<td>- Show how a framework or guideline that you learned could have helped</td>
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<table>
<thead>
<tr>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflection exercise:</td>
</tr>
<tr>
<td>1) What framework fits you best?</td>
</tr>
<tr>
<td>2) What are the strengths and weaknesses of this framework?</td>
</tr>
<tr>
<td>3) How do you reckon with it?</td>
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</tbody>
</table>
Week 3: Resource Allocation and Equity

Topics

- **Topic 1: Key Concepts in Distributive Justice**
  - Implicit vs. explicit rationing; macroallocation vs. microallocation; tension between equity and efficiency
- **Topic 2: Theories of Justice**
  - Utilitarianism, egalitarianism, prioritarianism, libertarianism, “rule of rescue,” etc.
- **Topic 3: Fair Deliberative Process and Accountability for Reasonableness**

Objectives

- Distinguish between implicit and explicit rationing and provide examples of each
- Demonstrate how each theory of justice would be applied to specific resource allocation decisions
  - At the microallocation level (i.e. at the bedside)
  - At the macroallocation level (i.e. healthcare system, institution, or organization)
- Describe the strengths and limitations of the Accountability for Reasonableness framework

Readings

Required readings:


Discussions and Small Group Activities

- **Small group activity:**
  - Each small group will be assigned a theory of justice and will devise a solution to the resource allocation dilemma using their theory
  - Each small group will present their theory application to the large group.
- **Large group discussion:**
  - Difference between rationing, resource allocation, priority setting
  - Examples from global oncology -- radiotherapy allocation, priority setting during chemotherapy stock-outs

Assignments

Reflection exercise: Discuss an example of healthcare rationing that you are familiar with from experience or from reading. Show how two different theories of justice would produce two different outcomes.
Week 4: Cultural Humility

Topics

- Topic 1: Moral Distress and Developing a Moral Compass
- Topic 2: Defining Cultural Humility
- Topic 3: Good Intentions
- Topic 4: Identity and Bias
- Topic 5: Privilege and Power

(Work created by Deeqa Mohammed, MS and Katie Lesyna, MS)

Objectives

- List the steps for developing your moral compass
- Define cultural humility
- Debate the role of intention in ethical decision-making
- Associate the terms privilege and power
- Practice identification of unconscious bias

Readings

- Required Readings:
  - Illich, Ivan. “To Hell with Good Intentions.” An address by Monsignor Ivan Illich to the Conference on Inter-American Student Projects (CIASP) in Cuernavaca, Mexico, April 20, 1968 (http://www.swaraj.org/illich_hell.htm)

- Recommended Readings:
  - Cultivate 4 Global Health. Resources (http://cultivate4globalhealth.org/resources/)

Discussions and Small Group Activities

- Brainstorm and Discuss in Small Group (Due Saturday evening by 11:59pm PT):
  - When you hear the word power, what words do you think of?
  - Relate the settings in which you have or which you lack power

- Share experience with taking implicit bias test (Due Monday evening by 11:59pm PT)

Assignments

Complete the Implicit Bias Test: choose at least two to take social attitudes tests (https://implicit.harvard.edu/implicit/)

Week 5: Global Research Ethics
Topics

- Topic 1: Historical Context of Global Health Research
- Topic 2: Legal and Practical Guidelines for Global Health Research
- Topic 3: Case studies in current global health research

Objectives

- Describe major cases and landmark events in global health research ethics
- Appraise the key ethics guidelines and their legal and ethical supports
- Be able to examine a current research ethics dilemma in the context of the legal and ethical consequences

Readings

Required Readings:


Optional Readings:


Discussions and Small Group Activities

- Design an ethically sound research project:
  - You will be given a few options. Pick one and explain how you would do the study (objectives, methods, ethical discussion). A format will be provided. Address any dilemmas you might run into and how you would deal with them.

Assignments

- CITI training- register and complete CITI training (and the global health module).
**Week 6: Experiential (Short Term, Clinical Environments, Policy)**

**Topics**
- Topic 1: Voluntourism, short-term experiential learning
- Topic 2: Differences in clinical environments based on practice setting
- Topic 3: Difference in policy environments based on setting
- Topic 4: Partnerships and Capacity Building
- Topic 5: Tools and guidelines to assess ethics of short-term experiential learning

**Objectives**
- Define voluntourism
- List at least three ethical pitfalls of short-term experiential learning
- Discuss at least four potential mitigating activities to reduce ethical failures in short-term experiences
- Understand standard of care in different clinical environments and the role that plays in ethical decision-making
- Create an idealized model of partnerships
- Contrast models that support or don’t support capacity building

**Readings**
- Melby, Melisa K. “Beyond Medical “Missions” to Impact-Driven Short-Term Experiences in Global Health (STEGHs): Ethical Principles to Optimize Community Benefit and Learner Experience” Academic Medicine, May 2016 - Volume 91 - Issue 5 - p 633–638 ([https://journals.lww.com/academicmedicine/Fulltext/2016/05000/Beyond_Medical_Missions_to_Impact_Driven.16.aspx](https://journals.lww.com/academicmedicine/Fulltext/2016/05000/Beyond_Medical_Missions_to_Impact_Driven.16.aspx))

**Discussions and Small Group Activities**
- **Small Group Discussion:** search for an existing program for short term experiential learning. Describe the strengths of the program and areas for potential ethical risk. Consider applying a provided guideline in order to make suggestions to the program for improvement.

**Assignments**
- Short Essay: design a idealized short term experience that includes at least three elements to reduce ethical risk. (no more than 2 pages)
## Week 7: Ethical Issues in Global Health Delivery

### Topics
- Overview of charity, development, and social justice approaches to global health delivery
- Unintended consequences in global health delivery
- Bribery and corruption
- Fair compensation for community health workers
- Advocacy and activism in global health delivery

### Objectives
- Distinguish between charity, development, and social justice approaches
- Describe how corruption undermines global health delivery and proposed solutions
- Explain the role of community health workers and why their compensation is controversial
- Explain the role of advocacy and activism in global health delivery

### Required Readings

### Discussions and Small Group Activities
- Discussion of real-world ethical issues faced by NGO founders:
  - Case example: Muso (Ari Johnson)
  - Case example: Possible Health (Bibhav Acharya)

### Assignments
- Reflection exercise: How might a charity-based organization and a social justice-based organization approach the same global health delivery need differently?
Week 8: Current Controversies and Debates

Topics

- Topic 1: Controversies in humanitarian emergencies: military involvement, rationing, witnessing atrocities
- Topic 2: Controversies in global health governance: international and domestic actors
- Topic 3: Controversies in global health financing: corporations and PPPs

Objectives

- Apply the ethics lessons of this class to current controversies in humanitarian and development for health, governance and financing debates
- Critique current global health activities and offer possible solutions
- Distinguish the ethical principles in various global health contexts

Required Readings


Activities

Final Group Presentation- 20 minutes. Describe a case, use material from the class to frame the problem, discuss the issues, and provide possible solutions.

Proctored Final Exam: Short Answer Test
**Course Grading**

Grading is based on the following:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Week</th>
<th>Grade Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflection Exercise</td>
<td>Week 1</td>
<td>20 %</td>
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<tr>
<td></td>
<td>Week 2</td>
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<td>Week 3</td>
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<td></td>
<td>Week 7</td>
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<tr>
<td>Implicit Bias Test</td>
<td>Week 4</td>
<td>5 %</td>
</tr>
<tr>
<td>CITI Training</td>
<td>Week 5</td>
<td>5 %</td>
</tr>
<tr>
<td>Short Essay</td>
<td>Week 6</td>
<td>10 %</td>
</tr>
<tr>
<td>Proctored Final Exam</td>
<td>Week 8</td>
<td>20 %</td>
</tr>
<tr>
<td>Final Group Presentation</td>
<td>Week 8</td>
<td>25 %</td>
</tr>
<tr>
<td>Participation and Discussion</td>
<td>Weeks 1 - 8</td>
<td>15 %</td>
</tr>
</tbody>
</table>

**Course Requirements**

**Required Course Materials**

**Microphone/headset for your computer**

**Required Books:** None

**Recommended Books:**

- The Body Hunters: How the Drug Industry Tests its Products on the World’s Poorest Patients
  


Videos and other resources are found on weekly course pages. A weekly course reader in pdf format which includes video transcripts and course readings will also be available on the course site for you to download.

During this course, you will be provided with links to PDF files of articles and other materials from the UC Berkeley Library Collection. Please make sure you understand and follow the [University of California Library Conditions of Use](#).

**Completion of Course Modules**

Students are expected to complete all modules, including viewing all lectures; completing all required...
readings and individual activities; and fully participating in class activities.

**Participation in Course Activities and Discussions**

Each week through discussion and small group activities, students will explore topics reviewed and prompted through questions, responses to peers and follow-up questions. Participation will be evaluated by the amount of engagement in chats and forums as well as the quality of the participation.

**Reflection Exercise**

Some weeks will have short reflection exercises (writing 2-3 paragraphs based on the readings and class work).

**Other assignments**

Students will have a few other assignments, including the implicit bias test, completing citi training (an online ethics course for research) and a short essay. In Week 6, students will design a idealized short term experience that includes at least three elements to reduce ethical risk.

**Group Project**

This course's final group project is an opportunity for you to work weekly in a group towards an original and creative 20 minute presentation. We will help you work with your group to get started (we assign the groups based on case interest), and we provide resources along the way. The total grade for the group project will be broken down as follows:

- **Part 1: Presentation (20% of 25%)**
  This will be based on effectiveness, creativity and understanding of the case, discussing the issues, and solutions provided.

- **Part 2: Participation (5% of 25%)**
  Students will be given an evaluation form to evaluate their group peers. We will take the average of all responses.

**Final Exam**

Dates of the final exam are posted in the OOMPH Student Hub Academic Calendar. Details about the on campus offering of the course are found on the Student Hub On-Campus Exam Proctoring Schedule. Details about the length of the exam and the materials you will be allowed to use during the exam will be posted on the course site.
Course Communication

As we move through the course materials, we want to hear how the course is going for you, your questions as well as how your personal and professional experiences add to our conversation. You can learn a lot from discussing the material in this course with each other and we encourage you to take advantage of the interactive components of the course to learn from each other.

Announcements

Announcements will be posted on the home page of the course site. Please check regularly for updates.

Course mail

Course announcements will also be sent out through Canvas’ notification system. The default is to receive announcements via the Course Mail system, so make sure to check your Course Mailbox for message or wherever you receive notifications.

Office hours

Instructions for making an office hours appointment (online meetings) are found on the course site. Use the Office Hours button in the left hand navigation.

Course Policies

Due Dates

Please check the online course site for assignments and dates due.

Late Assignments

Please communicate with instructors using Canvas Course Mail if you will not be able to meet course deadlines ahead of the deadlines.

Late assignments without pre-approved excused absence will not count towards final grade.

Disability Support Services

If you need disability-related accommodations in this class contact the UC Berkeley Disabled Students Program ((510) 642-0518 / web site: dsp.berkeley.edu). DSP services include accommodation letters, assistive technology and access services. An accommodation letter is needed in order for the instructor to grant an accommodation (e.g. extended exam time). Student must be assessed every semester to receive an accommodation letter.

Accommodation of Religious Creed

If you need to reschedule a test or examination for religious reasons such as holidays, inform the course instructor by the second week of the course. More information is available in the Religious Creed Policy page.
**Course Evaluations**

Course evaluations will be posted on the course site on Friday of Week 6 of the course and be available until the start of the final exam period. You will receive notification when evaluations are available. While participation in course evaluations is not graded, it is an important service to the instructor, program and the university. Your responses are anonymous and will not be available to the instructor until after final grades have been submitted. Your feedback is essential for understanding how courses offered by OOMPH can be improved and I thank you in advance for your participation and feedback.

**Nettiquette**

In an online environment it is not possible to read your body language, tone of voice, or facial expressions. Therefore, a special set of rules has emerged for online communications, called Netiquette. Here are some basic Netiquette guidelines that should be followed in this course.

- Adhere to the same standards of behavior online that you follow in real life. Never mail or post anything you wouldn’t say to your reader’s face.
- Before posting to a discussion board, you should read prior messages to get a sense of the flow and language of the discussion. Keep your questions and comments relevant to the topic of the discussion.
- Don’t be afraid to ask questions within the course discussion group, or to share what you know.
- If you post a different viewpoint, first acknowledge what someone else has said. If you disagree with someone, it is better to start a message by briefly restating what the other person has said in your own words. This lets the other person know that you are trying to understand him/her.
- Support the points you make with examples or evidence from lecture, readings and/or from your own professional experience.
- Email messages should be considered private and not shared with others or quoted without permission. However, whatever you post to a newsgroup or discussion board is public. You never know who might read what you posted.
- Consider that a post may be the first – and lasting - impression you make on someone: Make sure your postings contain correct information. Check your spelling.
- Do not use ALL CAPS. It gives the impression that you are shouting.
- Do not send “Me Too!” or “Thank You” etc. messages to the entire group. Send those directly to the original poster.
- Cite all quotes, references and sources and respect copyright and license agreements.
Expectations of Student Conduct

As members of the academic community, students are responsible for upholding the standards of academic integrity. The basic rules of academic study and inquiry call for honesty in the preparation of papers and assignments, acknowledging sources of ideas, and taking examinations on the foundation of one’s own knowledge.

The Berkeley Campus Regulations Implementing University Policies, which address standards of student conduct, were amended in 1992 and are now published separately as “The Code of Student Conduct.” The complete document is available here: http://students.berkeley.edu/uga/conduct.pdf.

An excerpt from the introductory statement of principles is presented below:

The University of California at Berkeley is committed to providing its students the very best education that is possible within our resources. Thus, we try to attract the finest faculty members, we endeavor to maintain excellent classroom and laboratory facilities, and we support literally hundreds of co-curricular activities that enhance the quality of the Berkeley student’s experience. Yet, for the campus to function as a university community, it is not enough for the faculty and administration to carry out their respective obligations. It is equally important that every student assume his or her individual responsibilities.

Foremost among these, of course, is the student’s responsibility to perform academically to the full extent of his or her ability. In so doing, it is assumed that each student will observe the basic tenets of academic honesty. Therefore, any act of cheating or misrepresenting one’s own or someone else’s academic work will be considered a very serious offense. Intellectual products – including papers, exams, laboratory reports, articles, and books – are the heart and soul of any university’s academic life. We cannot permit them to be willfully compromised or expropriated.

Beyond our expectations of academic honesty – and of equal importance – is the assumption that the Berkeley student will accept his or her civil and civic responsibilities. What are these responsibilities? Simply put, they are the courtesies, considerations, and gestures of respect towards other members of the campus community that allow us all to express our personal freedoms without trampling on those of others.

The University is a fragile organism, requiring for its vitality consensus among its members concerning acceptable standards of conduct. These standards must both underlie and promote a degree of tolerance far greater than that which is exhibited in society at large. For it is not coercive law which restrains our actions, but a common purpose.

That purpose is understood as guaranteeing the right of every Berkeley student to pursue his or her personal path to an education, to ask his or her very own questions, and to express his or her private reflections – in short, to evolve as an individual without undue interference. Any infringement of this right, whether in the classroom or elsewhere on campus, will be regarded as an offense against the entire campus community.

UCB Code of Student Conduct, 1992, pp. 1 and 2
Academic honesty

The School of Public Health and the University of California, Berkeley place a high value on academic honesty, which prohibits cheating and plagiarism. What is meant by “cheating is usually quite clear cut, but not so for “plagiarism”. The following memo, prepared by Professor William Bicknell at the Boston University School of Public Health for orientation of students, defines plagiarism quite well. Please read this carefully and discuss with your faculty adviser or with Associate Dean of Student Affairs if you have any questions.

“Plagiarism” a memo by Dr. William J. Bicknell: The purpose of this memo is to make clear:

*What plagiarism is, how to avoid plagiarism and the consequences of plagiarism*

Misunderstanding is widespread about what plagiarism is and whether or not it is a serious offense. It is a serious offense, and should be painstakingly avoided. Acceptable practice on citing sources of information differs as one moves from an academic environment to the world of work. There are also differences in custom between countries and cultures. This memo outlines practices appropriate to a U.S. academic environment.

*What is plagiarism?* Plagiarism is using someone else’s work, words, or ideas without giving them proper credit. An example of plagiarism, and an example of one acceptable way to avoid it, is shown below under the heading of Attachment 1.

*How to avoid Plagiarism.* Here are some simple guidelines for avoiding plagiarism:

1. If you use a phrase, sentence or more from any source, you must put them in quotation marks and cite the source in footnote.
2. If you recount someone else’s ideas in your own words (paraphrasing), you must provide a footnote at the end of the passage citing the source of the ideas.
3. If you draw on someone else’s ideas, even though you neither quote nor paraphrase them precisely, one of the following is called for:
   - A footnote crediting the source of the ideas.
   - A direct reference to the source within the text (for example, “Seligman has repeatedly made the point that.”, with facts of publication (title, etc.) provided in a footnote or bibliography.

Footnotes should be complete enough to enable the reader to accurately identify your sources. In addition to articles and books, sources may be personal communication, unpublished data, working memos and internal documents. A footnote should cite the author (if no author is named, the organization), as well as the title, date and page number(s). A bibliography, listing your sources but not linking them to specific points in your text, may well be desirable but is not a substitute for footnotes.
The Consequences of Plagiarism

The consequences of plagiarism are serious. Students can be expelled and lose all chance of completing their studies. Even if 99 percent of a student’s work has been above reproach, proven plagiarism could easily result in a degree not being granted.

Summary

A good paper typically demonstrates grasp of concepts, originality and appropriate attention to detail. The person who reads your paper assumes that the words and ideas originate with you unless you explicitly attribute them to others. Whenever you draw on someone else’s work, it is your obligation to say so. If you do not, you are operating under false pretenses. That is plagiarism.

Original Source

“Tribal pressures affect Kenyans’ behavior more than pronouncements arriving from the national seat of government but what ultimately counts is what an individual perceives as in his or her own best interest. For more than 80 percent of Kenya’s people who live and work on the land, children are seen as essential to survival and status. This is particularly true for women. Children and young adults provide an extra labor needed during peak planting and harvest times when everyone in the household must work long hours every day. For women, children are essential to lessen their heavy workload throughout the year: in a study of the Akamba tribe, three-quarters of the respondents gave this reason for having children.”


Plagiarism

Tribal pressures affect the Kenyan woman’s behavior more than pronouncements from the capital. She will perceive what is in her best interest. She sees children as essential to her survival and status. They provide the extra labor needed during peak planning and harvest times when everyone in the family must work for long hours.

Properly Footnoted Citation

Why do Kenyans have so many children? Mott and Mott write that “tribal pressures affect Kenyans’ behavior more than pronouncements arriving from the national seat of government but what ultimately counts is what the individual perceives as in his or her own best interest.”¹ They point out that children are seen as necessary for a woman’s livelihood as well as her place in society. Children work on the shamba and assist with all kinds of labor: planting, harvesting, fetching firewood and water.²

² Ibid: 7-8

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