

Global Governance 643/Political Science 616
Global Health Governance
Course Outline

January – April 2011

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Course Objectives.

1. Review and come to understand well the concept of globalization, its methodological implications, and its relationship to internationalization.
 2. Review and come to understand well how globalizing processes relate to the roles of states.
 3. Investigate the implications of globalization for how public policy is formulated, implemented and enforced and develop a concept of "global" public policy.
 4. Discuss and learn about the history of global health governance.
 5. Become familiar with the various institutions active in global health governance
 6. Discuss and learn about contemporary global health governance in several key policy areas
 6. Improve writing skills using a longer essay format; develop group leadership and discussion skills.
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Course Requirements

In order to address these learning objectives, we need to do a lot of reading and we will have to make certain that our discussions are organized and focused well so that we understand the readings. For these reasons, I am proposing a particular approach to the discussions that put a special emphasis on student leadership of the seminar and on participation. Writing in the course will involve students selecting a policy area to investigate and submitting a two page proposal by the end of Week 4 of the course and the paper itself at the last class. The course will be completed by a take-home examination.

A. Participation (40 per cent)

Normally, the discussion of readings will be divided into two or three parts each week. A day before the class, students will be chosen randomly to lead the discussion on one of the given readings for the week.

All students will be expected to come to class with a **one page** document, which has the following components:

1. List of key concepts and terms
2. Summary statement (four sentences maximum) of the author's main argument. *This statement should be written in your own words as far as possible.* It should not be borrowed directly from the text of the reading.
3. Three or four issues or questions in the reading that are important and merit some discussion and that you would like to be addressed by class time permitting. *Formulate these in the form of a question.*

Note that all three of these components should be focused on understanding the readings well, and not on criticizing them. Criticism should only follow *in class* when we have a good understanding of what the author is arguing.

The leader of the discussion should begin with the following questions:

1. These are the several key concepts and terms that I noticed in the reading such as Are any of these unclear to any of you? Are there any other key concepts that you noted that need to be clarified? (If one or more are unclear) Can anyone help us clarify the meaning of <problematic concept(s)>.

Advice: try to keep this part of the seminar to about 10 minutes. Use your discretion here. If a concept or term brought up is interesting but not central to the reading, then suggest that we come back to it if we have time. If a concept is integral to the argument (see below), you can reserve its discussion for when we get to the next step.

2. Would any member of the class like to give us their statement on what the main argument of the author is? Would anyone like to add something to what <the first person> has said? Do you agree or disagree that we have captured the key aspects of the argument?

Advice: Try to avoid starting off with your own statement of the argument. See if you can draw it out from members of the class first. You can add some of your own understanding as the argument proceeds. As you see the discussion being finished or beginning to get into key issues arising from the argument, move to the third step.

The discussion should then flow until members of the class are relatively satisfied with their understanding of the argument

3. I would like now to identify some of the key issues that arise out of the reading and that we might discuss. One of these might be . . . Are there any others that we might take up?.

Advice: Your goal here is to get as many key issues discussed as is possible. Try to draw in members of the class who have not had a chance to speak. The aim here is to improve understanding of the reading, not to criticize it. If members move to critique, stop them

and say we will do that soon. Keep an eye on your watch or the clock. You want to reserve time for a critical discussion of the reading.

Proceed to introduce and facilitate a discussion of the issues chosen
When there are **ten minutes** left in the time, the following question should be posed.

4. *With our understanding of the argument and the various issues related to the argument, we can now spend a few minutes to reflect critically on the reading. Are there any points that are particularly problematic in your understanding? Are there any points that are particularly useful or persuasive?*

Advice: It is important here to ensure that members of the seminar get a chance to comment on both the *weaknesses* and the *strengths* of the given reading. Don't just concentrate on the weaknesses.

Before the class, each member emails me a copy of her or his summary statements. Please put the several statements for the week into a single file. Do not add in a header or footer. Failing that step, the statement should be given to me at the class in printed form and emailed immediately afterward. Late submissions of these materials will *not* be credited to

Allocation of the participation grade:

- a. Leading discussions 10%
(For some thoughts on leading discussions, see Appendix B below)
- b. Participation in seminar discussions 20%
For some information on the difference between evaluating *participating* and evaluating *knowledge and understanding*, see Appendix A below).
- c. Handing in of summary statements. These will be prepared for each of the substantive discussions of the readings, hence 12 in total. *To receive credit, these summaries must be submitted electronically prior to the class.* Members of the class are permitted one 'heavy burden' week without losing points here. Students taking a 'heavy burden' week must inform me by the **Friday preceding the next class.** 10%

B. Research Paper

Each student will write a research paper of no more than 4000 words investigating a particular question in an area of global health governance of her or his choice. By the end of the Week 4 of the course, students will submit a two-page proposal that includes the following:

1. A statement of the research question to be investigated
2. A brief justification of the "global" dimensions of the health policy area of concern.
3. A summary of any problems or questions that you need to discuss with me before writing.
4. A preliminary bibliography.

The paper is worth 30% of the final grade. The paper is due at the last class for the course. No extensions will be given except for medical or compassionate grounds.

Late assignments will be subject to a penalty of 3 points out of a grade of 100 to a maximum of 15 points for every day they are late if no prior arrangements have been made.

C. Take-Home Examination

At the last class, a take-home examination composed of 7 questions will be handed out. Students will be asked to answer **three** of these seven questions. Each answer will be limited to 1500 words. The examination will be worth 30% of the final grade.

Late submission of the exam will be subject to a penalty of 3 points out of a grade of 100 for every four hours it is late (to a maximum of 15 points).

D. Gender Neutral Language

I request that you use gender-neutral language except where you are referring to a specific gender. “He” and “His” and “Man” and “mankind” are no longer acceptable generic terms. Nor are countless other expressions that derive from the assumption that **man=human**. It is important to get into the habit of using gender-neutral language for at least two reasons:

1. Clarity of Expression: When you write or say ‘man’ or some other masculine/generic term, readers should be confident that you are talking about a man, and not about men in general, women, boys, girls, humanity, etc. The way to avoid misunderstandings is to use terms literally and precisely. If you mean all humans, then say ‘humans’ or ‘humanity’ or ‘humankind’ or ‘people’ and so on.
2. Empowerment: Each time we use a masculine word as a generic term, we perpetuate the conception that **male** norms, male experiences, male perceptions, and male perspectives are **societal** norms and experiences. We imply that **female** norms, experiences, perceptions and perspectives are marginal and abnormal. Such usage disempowers females and reproduces male domination/female subordination (Patriarchy). By using gender-neutral language we can challenge patriarchy, empower females, and increase our sensitivity to our own unintentional sexism. Gender-neutral expression is not just a matter of style; it is also a matter of politics and research ethics.

E. Academic Integrity

Academic Integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility.

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties,

students should refer to Policy 71 - Student Discipline,

<http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm>

Grievance: A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70 - Student Petitions and Grievances, Section 4,

<http://www.adm.uwaterloo.ca/infosec/Policies/policy70.htm>

Appeals: A student may appeal the finding and/or penalty in a decision made under Policy 70 - Student Petitions and Grievances (other than regarding a petition) or Policy 71 - Student Discipline if a ground for an appeal can be established. Read Policy 72 - Student Appeals,

<http://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm>

Academic Integrity website (Arts):

http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html

Academic Integrity Office (UW): <http://uwaterloo.ca/academicintegrity/>

F. Accommodation for Students with Disabilities:

Note for students with disabilities: The Office for Persons with Disabilities (OPD), located in Needles Hall, Room 1132, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the OPD at the beginning of each academic term.

Course Schedule and Readings.

First Meeting of the class.

We will go over the course outline and requirements and discuss possible changes if these are seen to be necessary.

Part One: Globalization and Global Health Governance

Week 1: Globalization and Methodology

Ulrich Beck and Natan Sznaider, "Unpacking cosmopolitanism for the social sciences: a research agenda," *The British Journal of Sociology* 2006 Volume 57 Issue 1:1-23.

Charlene Cook, "Women's health theorizing: a call for epistemic action" *Critical Public Health*, 19: 2, 143 -154

Kayvan Bozorgmehr, "Rethinking the 'global' in global health: a dialectic approach", *Globalization and Health*, Vol. 6 (19pg).

Week 2: Globalization and Health.

Ronald Labonté & Ted Schrecker, "Introduction: Globalization's Challenges to People's Health," in Labonté, Schrecker, Corinne Packer, and Vivian Runnels, *Globalization and Health: Pathways, Evidence and Policy* (London: Routledge, 2009), 1-33.

Anne-Emanuelle Birn, Yogan Pillay, and Timothy H. Holtz, *Textbook of International Health: Global Health in a Dynamic World* (New York: Oxford University Press, 2009), Chapter 6, Epidemiologic Profiles of Global Health and Disease.

Roger Keil and Harris Ali, "Governing the Sick City: Urban Governance in the Age of Emerging Infectious Disease", *Antipode* (2007), pp. 846-873.

Week 3: Human Rights and Health

Paul Farmer, "Rethinking Health and Human Rights: Time for a Paradigm Shift" in Paul Farmer, *Pathologies of Power: Health, Human Rights and the New War on the Poor*. Berkeley, CA: University of California Press, 2005, pp. 213-246.

Paul Farmer, "On Suffering and Structural Violence: Social and Economic Rights in the Global Era" in Paul Farmer, *Pathologies of Power: Health, Human Rights and the New War on the Poor*. Berkeley, CA: University of California Press, 2005, pp. 29-50.

Daniel Tarantola, "A Perspective on the History of Health and Human Rights: From the Cold War to the Gold War" *Journal of Public Health Policy* (2008) 29, 42–53

Week 4: Gender and Health

M. Laurie and R.P. Petchesky, "Gender, health, and human rights in sites of political exclusion" *Global Public Health*, 2008; 3(S1): 25-41

Susannah H. Mayhew and Charlotte Watts, "Global Rhetoric and Individual Realities: linking violence against women and reproductive health", in *Health Policy in a Globalising World*, eds Kelley Lee, Kent Buse and Suzanne Fustukian (Cambridge UK: Cambridge University Press, 2002), pp. 159-180.

Lesley Doyal, "Putting gender into health and globalisation debates: new perspectives and old challenges", *Third World Quarterly*, 23: 2 (2002), 233 - 250

Essay Proposal due: The two page proposal will include the following:

1. A statement of the research question to be investigated
2. A brief justification of the "global" dimensions of the policy area of concern.
3. A summary of any problems or questions that you need to discuss with my before writing.
4. A preliminary bibliography.

Part Two: Global Health Policy: Historical Background'**Week 5: International Health organizations before World War Two**

Anne-Emanuelle Birn, Yogan Pillay, and Timothy H. Holtz, *Textbook of International Health: Global Health in a Dynamic World* (New York: Oxford University Press, 2009), Chapter 2, "The Historical Origins of Modern International Health".

Valeska Huber, "The Unification of the Globe by Disease? The International Sanitary Conferences on Cholera, 1851-1894" *The Historical Journal*, 49, 2 (2006), pp. 453-476

World Health Organization, *The First Ten Years of the World Health Organization* (Geneva: WHO, 1958), Chapter 1, "The International Sanitary Conferences"; Chapter 2, "Earlier International Health Organizations."

Week 6: Founding of the WHO

World Health Organization, *The First Ten Years of the World Health Organization* (Geneva: WHO, 1958), Chapters 3-11.

Kelley Lee, *The World Health Organization*. London: Routledge, 2009, Chapters 1, 2

Javed Siddiqi, *World Health and World Politics: The World Health Organization and the U.N. System* (Columbus, SC: University of South Carolina Press, 1995), Chapters 7-12.

Part 3: Contemporary Global Health Policy**Week 7: The Global Health Policy Field**

Birn et al., Chapter 3, International Health Agencies, Activities, and Other Actors

Kelley Lee, Meri Koivusalo, Eeva Ollioa, Ronald Labonté, Claudio Schuftan, and David Woodward, “Global Governance for Health,” in Labonté, Ted Schrecker, Corinne Packer, and Vivian Runnels, *Globalization and Health: Pathways, Evidence and Policy* (London: Routledge, 2009), 289-316.

David McCoy, Sudeep Chand, and Devi Sridhar, “Global Health Funding: how much, where it comes from and where it goes,” *Health Policy and Planning* 2009;24:407–417.

Week 8: International Health Regulations

David P. Fidler, “From International Sanitary Conventions to Global Health Security: The New International Health Regulations,” *Chinese Journal of International Law* (2005), Vol. 4, No. 2, 325–392

Philippe Calain, “Exploring the International arena of global public health surveillance”, *Health Policy and Planning* 2007; 22:2–12

K. Lee and D. Fidler, "Avian and pandemic influenza: Progress and problems with global health governance" *Global Public Health*, July 2007; 2(3): 215_234

Background Reading

WHO, *International Health Regulations (2005)*, Second Edition. Geneva: WHO, 2005.
Available online at: http://whqlibdoc.who.int/publications/2008/9789241580410_eng.pdf

Week 9: Health and the Environment

J.R. McNeill, *Mosquito Empires: Ecology and War in The Greater Caribbean, 1620-1914*. New York: Cambridge University Press, 2010, Chapters 1, 2.

Birn et al., Chapter 9, Health and the Environment.

Tomas Mac Sheoin, "Waiting for another Bhopal: Global Policies to Control Toxic Chemical Incidents" *Global Social Policy* Vol. 9(3) 2009, pp 408–433

Week 10: Health and Children

Avram Ezra Denburg, "Global Child Health Ethics: Testing the Limits of Moral Communities" *Public Health Ethics*, Vol. 3, No. 3 (2010): 239–258

Leah Margulies, "The International Code of Marketing of Breastmilk Substitutes: A model for assuring children's nutrition rights under the law" *The International Journal of Children's Rights* **5**: 419–438, 1997

Michael C. Latham, "Breastfeeding: A Human Rights Issue?" *The International Journal of Children's Rights* **5**: 397-417, 1997

Week 11 Tobacco Control: A Case Study

K.E. Warner and J. Mackay, "The global tobacco disease pandemic: Nature, causes, and cures" *Global Public Health*, February 2006; 1(1): 65-86.

Chris Holden and Kelley Lee, "Corporate Power and Social Policy: The Political Economy of the Transnational Tobacco Companies," *Global Social Policy* vol. 9(3): pp 328–354.

H.M. Mamudu and S.A. Glantz, "Civil society and the negotiation of the Framework Convention on Tobacco Control" *Global Public Health* Vol. 4, No. 2, March 2009, 150-168

Week 12 Health and Trade

Birn et al., Chapter 9, "Globalization, Trade, Work and Health

Carlos M. Correa, "Intellectual Property Rights and Inequalities in Health Outcomes," in Labonté et al., pp. 263-288.

Vanessa Bradford Kerry and Kelley Lee, "TRIPS, the Doha declaration and paragraph 6 decision: what are the remaining steps for protecting access to medicines?" *Globalization and Health* 2007, 3:3 (12 pages)

Appendix A: Evaluation of Participation

Part of the participation grade will come from an evaluation of how much a given class member contributed to the seminar. **Remember that evaluation of participation is different from evaluation of knowledge or understanding of a set of given readings. My evaluation of your knowledge and understanding will come from the two short papers and the final examination.** If you wish to check out how well you are doing in your participation, you might ask yourself the following questions:

Did I initiate a topic or question?

Did I provide some information when it was needed?

Did I give some positive opinions or reactions?

Did I give some negative opinions or reactions?

Did I ask for positive or negative opinions or reactions?

Did I confront someone whom you thought was wrong?

Did I try to restate what someone else had said to ensure I and others understood?

Did I ask someone else to restate what he or she had said?

Did I give examples when they were needed?

Did I ask others to provide some examples?

Did I try to synthesize or summarize a part of the discussion?

Did I ask if someone might synthesize or summarize a part of the discussion?

Did I sponsor, encourage, help or reward others in the group?

Did I relieve tension in the group by cracking a joke or calling for a break at an appropriate time?

Appendix B: Leading a discussion

The following suggestions are adapted from Gale Rhodes and Robert Schaible, *A User's Manual for Student-Led Discussions*, available at: <http://www.usm.maine.edu/~rhodes/StdLedDisc.html>

I liked the approach and it is consistent with what we are trying to achieve in the course.

Preparing

To lead a discussion, you must be familiar with the assigned material. "Familiar with" is just the right phrase. You need not have mastered the material; after all, a goal of discussion is to move everyone towards mastery, that is, to improve everyone's (even the leader's) understanding. To prepare for discussion (leadership or participation), first read and study the assignment, underlining the more important or interesting points, and making notes in the margins. Then think about and write down some of the main issues that the author raises and a few questions pertinent to the issues. Then go back over your notes and the text and note the key concepts or terms and then try to put the author's argument into your own words.

Getting Started

Class has started and your name has been drawn from the hat. How do you begin? Simply clear your throat and begin with the questions everyone has been asked to address. Before you know it, the hard part -- getting started -- is done.

One word of caution: Start out on a positive note. Avoid beginning with an apology for being poorly prepared or for finding the reading difficult. Treat the day's topic as having real value. Openers like "I didn't get much out of this" or "I don't agree with anything the author said" will stifle, rather than promote, discussion. Remember that a time for critical evaluation will come at the end, but only after the class has worked on its understanding of the author's arguments. If you treat the readings as worthwhile, your classmates will follow your lead, join you in examining the day's assignment, and thus make your job easier.

Sustaining Discussion

Discussions, like sleepy horses, need some urging to keep them moving. A discussion leader can often keep things moving with only modest prodding, giving the class its head when things are going well. Of course, if you can contribute something useful, do so; but other kinds of comments or actions on your part can sustain the discussion just as well as an injection of insight. Here are some suggestions:

- 1) Get students to talk to each other. Ask for a response to the most recent comments. (Anyone have a response to Clara's opinion?) Or ask a specific student to respond. (Clara, do you agree with Ralph?)
- 2) Get students to defend or explain their opinions. (Marvin why do you say that? What's your evidence or reasoning?)

3) Encourage an exploration of differing points of view. When you hear conflicting views, point them out and get the holders of those views to discuss their differences. Perhaps ask a third person to sum up the two positions.

4) *Keep the class on the subject.* If you are even halfway familiar with the material, you know when the discussion is no longer connected to it. Just say so. (We've gotten pretty far from the readings; let's get back on the subject.) Or simply consult your list of questions. Any sensible response to one of your questions is bound to be pertinent.

5) Point to a particular passage in the text relevant to a comment made by one person, or to a discussion among several. This might be a passage that challenges, or sums up and confirms, the views being expressed.

6) Don't fill every silence with your own voice. Any discussion will lapse occasionally. It is not your job as leader to avoid all silence. Some quiet periods are productive. Students who are not so quick to speak will frequently get the chance they need when others are quiet. If the silence gets too heavy, take advantage of the other students' lists of questions. (Ginny, give us one of the questions you brought to class.)

Remember, as discussion leader you do not have to be the brains for the class. You are not expected to know it all; the class is full of students who have read the same assignment that you read. Your job is to give them a chance to talk about it and thus give others the benefits of their thinking. If any one student begins to do all the talking, gently correct this problem by bringing other students into the discussion. You are there to steer, to keep the class reasonably near the center of the path, by pulling a rein when needed, by loosening the reins when it keeps to the trail, by reining it in when it threatens to gallop away to greener subjects. If students are talking to each other about the reading material, things are going well; relax, listen, and contribute when you can.