

**UNIVERSITY OF LETHBRIDGE**  
**FACULTY OF HEALTH SCIENCES**  
**PUBH 3850A – GLOBAL HEALTH GOVERNANCE**  
**Course Syllabus – Spring, 2013**

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**Office Hours:** By appointment  
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**COURSE DESCRIPTION:**

This course is an upper level course that will engage in an in-depth investigation of global health governance – how health issues are managed at the global level. This course will challenge students to discuss key concepts, institutions and processes of global health governance. The students will read, critically examine and discuss different academic and policy papers on a weekly basis. The course will require engaged dialogue around the topic. Much of the discussion will stem from analysis of different cases of global health governance, such as epidemic control, international development projects for health, and high-level initiatives such as the United Nations Summit on Non-communicable Disease. This course will build on the knowledge of the key actors involved in the global health governance (e.g. WHO, WTO, NGOs, governments) covered in PUBH3000.

**COURSE OBJECTIVES:**

Upon successful completion of this course the student will be able to:

1. Discuss theories of globalization
2. Describe the pathways that link globalization and health
3. Analyze the ethical frameworks that underlie global health governance
4. Comprehend the difference between international and global health
5. Describe the role of different groups in global health governance (e.g. government, intergovernmental organizations, non-governmental organizations)
6. Articulate how these different organizations work together or in opposition towards global health goals
7. Discuss the field of global health diplomacy in the context of global health governance
8. Discuss the strengths and limitations of the contemporary system global health governance
9. Assess the different mechanisms of global health governance (e.g. International Health Regulations, the Framework Convention on Tobacco Control, etc.)

**APPROACH TO LEARNING:**

The course is held once per week and runs for approximately three hours. The basic format for each class will be as follows: an overview of class objectives, facilitated discussion of weekly reading, facilitated discussion of the core concepts, tensions and lessons from the reading, and case analysis. Although some material will require a brief lecture period, the bulk of the class will be comprised of **interactive discussion**. Indeed, a significant portion of the evaluation for this course depends upon you being able to demonstrate your comprehension of the materials by engaging in class discussions and the formulation of the applied essay assignment.

Students are expected to check their email and Moodle regularly for class updates and assignments.

**REQUIRED TEXT:**

There is NO required text for this course. All required readings will be posted on Moodle

**DESCRIPTION OF ASSIGNMENTS:**1. Mock Intergovernmental Negotiations (25 + 10 + 5 = 40%)

This class will involve a major activity with three key elements. The activity will be a mock intergovernmental negotiation meeting. Each student will choose a group/organization/country to represent during these negotiations. This activity will be closely modeled on the actual negotiation process within the United Nations/WHO system and will include the typical groups involved. These groups will be government delegations, non-governmental organizations, intergovernmental organization representatives (e.g. the WTO and the World Bank) and technical experts. Each student will choose one of these groups and represent them in the negotiations (i.e. one student will represent one country, another will represent a non-governmental organization, etc.).

- 1) Each student will prepare a report for the negotiations (25%) which will include information about their particular interests, international, regional and domestic responsibilities (e.g. membership on a regional trade agreement), policy preferences and positions. A draft of this report will be submitted to the professor for feedback. The report will then be handed back for refinement and revision prior to the negotiations.
- 2) Each student will present the key features of their report to the negotiating body (5 minute presentation = 10%).
- 3) Following the formal presentations the negotiating body (all of the students) will be required to negotiate a draft agreement for the particular topic with *at least* 5 articles (this will be made clear through class content/discussion). To facilitate cooperation, the draft agreement will then be submitted at the completion of the negotiations (5% for the entire class). The professor will chair the negotiations based on United Nations negotiations protocol. Trust me, this will be fun! (Report rubric is provided below. A rubric for the presentation and class draft agreement elements will be provided by week 3 of the course)

2. Facilitation of Class Discussion x 2 (30%)

The class participants will form two groups of three in the first class. These groups will choose a week (one class) throughout the semester to facilitate a class discussion based on the weekly readings. Each group will facilitate two discussions throughout the semester. The purpose of this requirement is to develop the student's skills at group facilitation while also developing the ability to analyze and draw intriguing questions from a piece of academic or policy literature. Following each of the class facilitations the students will hand in a document, which includes the questions that they developed and used to facilitate discussion about the article, and any other material used to facilitate the discussion.

3. In-class Case Analysis (20%)

This course will focus on class discussion around the articles provided. The articles will be the basis for the information discussed in class, however this information will be clarified through discussion. The course content will be applied to specific cases provided in-class throughout the semester. The students will be required to complete the questions associated with the case **two times** throughout the semester and hand these questions in at the end of class. Each case analysis will be worth 10%.

4. Class Attendance and Participation (10%)

You are expected to attend classes consistently, to participate in class assignments and discussion, and contribute to the positive energy of learning in the classroom.

**EVALUATIONS/ DUE DATES:**

<b>Assignment</b>	<b>Due Date</b>	<b>% Of Final Grade</b>
Class Facilitation	Ongoing (x2)	15% 15%
Mock Negotiations Report 1. Draft One 2. Final Draft	March 4 April 8	25%
Mock Negotiations Presentation	April 8	10%
Mock Negotiations Draft Agreement	April 8 and 15	5%
In-class case analysis	1. February 4 2. March 11	10% 10%
Attendance & Participation	Ongoing	10%

Unless prior arrangements are made with the instructor, late assignments will be deducted 5% per day.

**GRADING BREAKDOWN:**

The grading system for this course is consistent with that established in the Faculty of Health Sciences, effective May 2002.

<b>Letter</b>	<b>GPA</b>	<b>Percent</b>	<b>Letter</b>	<b>GPA</b>	<b>Percent</b>
A+	4.0	95 - 100%	C+	2.3	71 - 74.9%
A	4.0	91 - 94.9%	C	2.0	67 - 70.9%
A-	3.7	87 - 90.9%	C-	1.7	63 - 66.9%
B+	3.3	83 - 86.9%	D+	1.3	59 - 62.9%
B	3.0	79 - 82.9%	D	1.0	55 - 58.9%
B-	2.7	75 - 78.9%	F	0	0 - 54.9%

**PLAGIARISM STATEMENT:**

The University of Lethbridge subscribes to Turnitin.com, a plagiarism detection service. Please be advised that student work submitted for credit in this course may be submitted to this system to verify its originality. Students must be able to submit both electronic and hard copy versions of their work upon request.

**ACCOMMODATIONS FOR STUDENTS WITH A DISABILITY:**

Reasonable accommodations are available for students who have a documented disability. If you have been diagnosed with a disability, there is no need to face the challenge of University without support. Please contact the Counseling Services/Students with Disabilities Resource Centre at 403-329-2766 <http://www.uleth.ca/ross/counselling/index.html> to set up an appointment. After registering with the Disabilities Resource Centre, your instructor will be notified by a formal letter of any accommodations you require. In addition, students are responsible for requesting accommodations from the instructor at least **\*two weeks\*** in advance of the evaluation date. The instructor and student are jointly responsible for arranging the resources needed for the evaluation process.

**COPYRIGHT STATEMENT:**

All University of Lethbridge students, faculty and staff must comply with Canadian law and institutional license agreements pertaining to copyright. At the same time, keeping abreast of our copyright obligations and options is a complex task as copyright matters locally and globally are in flux and are likely to remain so for at least the near future.

The University's Copyright website ([www.uleth.ca/copyright](http://www.uleth.ca/copyright)) is a source of current copyright information that includes:

- answers to common copyright questions (see the [FAQs](#)),
- guidance on whether you need permission or a license to copy a particular work (see the [Copyright Permissions Flow Chart](#)),
- guidance on assessing whether fair dealing may apply to specific instances of copying you wish to undertake (see the [Guidelines for Copying under Fair Dealing](#)), and
- a [permissions look-up tool](#) to help you determine the kinds of copying and other uses permitted by the Library's license agreements covering specific online journals and other online resources.

You are encouraged to contact the University Copyright Advisor ([copyright@uleth.ca](mailto:copyright@uleth.ca)) for assistance with any copyright questions or issues.

### **COURSE SCHEDULE: Tentative and subject to change**

<b>Week</b>	<b>Date</b>	<b>Topic</b>	<b>Readings</b>
1	January 14	What is global health governance?	Readings will be posted on Moodle
2	Jan. 21	The United Nations (UN) and international law	
3	Jan. 28	The World Health Organization (WHO) and governance	
4	February 4	The World Trade Organization (WTO) and the WHO	
5	Feb. 11	Trade law and global health: Problems and possibilities	
6	Feb. 18	<b>Reading Week</b>	
7	Feb. 25	Ethical frames for global health governance	Readings will be posted on Moodle
8	March 4	Diplomacy: Old and new	
9	March 11	Global health diplomacy: Nation states and global health	
10	Mar. 18	Governing to control non-communicable disease (NCD) and infectious disease	
11	Mar. 25	Funding global health: Coherence or concoction	
12	April 1	<b>Statutory Holiday</b>	
13	April 8	<b>Mock Intergovernmental Negotiations</b>	
14	April 15		

**PUBH3850 – Report Rubric**

Setting \_\_\_\_\_ Health Challenge \_\_\_\_\_ Student ID# \_\_\_\_\_

<b>Criteria</b>	<b>F</b>	<b>D</b>	<b>C</b>	<b>B</b>	<b>A</b>
<b>Key Issues (e.g. trade agreements, economic information, etc.) /40 marks</b>	Does not respond to the assignment, and may neglect to use sources where necessary	Does not include information that will bear on the negotiations. The linkage between the information provided and the issue of the treaty negotiations may be too vague to be developed effectively. Paper may misunderstand sources.	Adequate but weaker and less effective, possibly responding less well to assignment. Presents key issues in general terms without significant depth or breadth. Usually does not discuss how the issues intersect. Shows basic comprehension of sources, perhaps with lapses in understanding. If it defines terms, often depends on dictionary definitions.	A solid paper, responding appropriately to assignment. Clearly states a thesis/central issues (i.e. focuses on a number of issues that are manageable and salient), but may have minor lapses in development. Begins to acknowledge the complexity of the relationship between and with the issues. Shows careful reading of sources, but may not evaluate them critically. Attempts to define terms and explain issues, not always successfully.	Excels in responding to assignment. Interesting, demonstrates sophistication of thought. Central issues are clearly communicated, worth developing; limited enough to be manageable. Paper recognizes some complexity: may acknowledge contradictions, qualifications, or limits and follow out their logical implications. Understands and critically evaluates sources, appropriately limits and defines terms.
<b>Organization &amp; Coherence /15 marks</b>	No appreciable organization; lacks transitions and coherence.	May have random organization, lacking internal paragraph coherence and using few or inappropriate transitions. Paragraphs may lack topic sentences or main ideas, or may be too general or too specific to be effective. Paragraphs may not all relate to report's purpose.	May list ideas or arrange them randomly rather than using any evident logical structure. May use transitions, but they are likely to be sequential (first, second, third) rather than logic-based. While each paragraph may relate to central idea, logic is not always clear. Paragraphs have topic sentences but may be overly general, and arrangement of sentences within paragraphs may lack coherence.	Shows a logical progression of ideas and uses fairly sophisticated transitional devices; e.g. general to specific. Some logical links may be faulty, but each paragraph clearly relates to the key issues. The issues are supported by coherent and compelling arguments and discussion.	Uses a logical structure appropriate to paper's subject, purpose, audience, thesis, and disciplinary field. Sophisticated transitional sentences often develop one idea from the previous one or identify their logical relations. It guides the reader through the chain of reasoning or progression of ideas. The issues are clear, concise, supported by coherent and compelling arguments and discussion.

Criteria	F	D	C	B	A
<b>Support /30 marks</b>	Uses irrelevant details or lacks supporting evidence entirely. May be unduly brief.	Depends on clichés or overgeneralizations for support, or offers little evidence of any kind. May be personal narrative rather than essay, or summary rather than analysis.	Often uses generalizations to support its points. May use examples, but they may be obvious or not relevant. Often depends on unsupported opinion or personal experience, or assumes that evidence speaks for itself and needs no application to the point being discussed. Often has lapses in logic.	Begins to offer reasons to support its points, perhaps using varied kinds of evidence. Begins to interpret the evidence and explain connections between evidence and main ideas. Its examples bear some relevance.	Uses evidence appropriately and effectively, providing sufficient evidence and explanation to convince. Draws on unconventional literature such as trade agreements, government legislation, etc.
<b>Style /10 marks</b>	Usually contains many awkward sentences, misuses words, employs inappropriate language.	May be too vague and abstract, or very personal and specific. Usually contains several awkward or ungrammatical sentences; sentence structure is simple or monotonous.	Uses relatively vague and general words, may use some inappropriate language. Sentence structure generally correct, but sentences may be wordy, unfocused, repetitive, or confusing.	Generally uses words accurately and effectively, but may sometimes be too general. Sentences generally clear, well structured, and focused, though some may be awkward or ineffective.	Chooses words for their precise meaning and uses an appropriate level of specificity. Sentence style fits paper's audience and purpose. Sentences are varied, yet clearly structured and carefully focused, not long and rambling.
<b>Mechanics /5 marks</b>	Usually contains so many mechanical errors that it is impossible for the reader to follow the thinking from sentence to sentence.	Usually contains either many mechanical errors or a few important errors that block the reader's understanding and ability to see connections between thoughts.	Usually contains several mechanical errors, which may temporarily confuse the reader but not impede the overall understanding.	May contain a few errors, which may annoy the reader but not impede understanding.	Almost entirely free of spelling, punctuation, and grammatical errors.

**Total Grade:** \_\_\_\_\_/100 = \_\_\_\_\_/25%

**Comments:**

### **40-minute Class Facilitation**

15 marks total/entry

#### **Comprehension (5 marks)**

- Do the students demonstrate an understanding of the information and concepts presented in the article?
- Are the students able to answer questions or generate linkages between the information and broader issue of global health governance?
- Do the students cover the key aspects of the article?

#### **Facilitation (7 marks)**

- Do the students generate interesting and intriguing questions for the class?
- Do the students work towards ensuring the discussion is fluid and generative (e.g. comments build on each other versus comments that are unrelated and fragmented)?
- Do the students listen to and incorporate the class comments/discussions in their facilitation?
- Have the students prepared sufficiently to anticipate difficult questions or lulls in the discussion?

#### **Creativity (3 marks)**

- Do the students come up with novel ways of facilitating discussion?
- Do the students use unique methods for engaging the class in discussion?

**Participation: Evaluation Criteria (10 points)**

- 1) Participation and contribution to class discussion
  - How often did I participate in class discussion?
  - When I participated did these contributions facilitate discussion?
  - Was I respectful of my classmates when I contributed?
- 2) Participation and contribution to small group discussion
  - How often did I participate in small group discussion?
  - When I participated did these contributions facilitate discussion?
  - Was I respectful of my classmates when I contributed?
- 3) Attendance
  - When I missed class, was it for a legitimate reason?
  - Did I attend most of the classes (e.g. 90% of the classes)?