Course overview

The COVID-19 pandemic has thoroughly disrupted settled ideas about what security means for a country and its population! Human security, a framework put forward in the 1990s as an alternative to traditional framings of national security argues that security should more appropriately focus on the status of people and not borders – and sees health as being both essential and instrumental. Human security in fact holds that a people-centered view of security is necessary for national, regional and global stability. This multi-dimensional social perspective also provides an alternative to narrowly constructed technical global health narratives, by not only considering access to health services but also valuing wider influences on wellbeing and health equity in a more holistic context.

As we entered the 21st century, despite the promise of “globalization”, it was undeniable that about half the world’s population was being left behind, especially children and women. With widening global disparities and concerns over emerging infectious diseases in an increasingly interconnected world, global health began receiving increased attention and funding. The World Health Organization (WHO) has estimated that, given existing global knowledge, technologies and resources, more than 40% of the world’s deaths each year are avoidable. Many of these deaths can be prevented only by reaching people trapped in poverty or conflict and by addressing other sources of insecurity. In this context, attention to Global Health has grown exponentially.

The adoption of the Millennium Development Goals (MDGs) represented a global attempt by the international community to address this challenge. However, the events of September 11, 2001 prompted a resurgence of “national security” orientations to international relations, undermining “human security” pursuits. Since 2015, the international community has adopted Sustainable Development Goals amidst the struggle to achieve recognition of climate change as a prominent threat to global health and security—.

This course aims to develop students’ competencies for critically analyzing and discussing circumstances that affect global health, as well as related intervention strategies and their effects on health equity worldwide. It examines issues in global health that are fundamental to achieving human security but generally lie outside the scope of international security studies and explores global driving forces and policy issues that have great influence on health but generally lie outside of examinations of health status. In doing so, the course considers the role of sovereignty and capacities as factors that call for greater examination—and in particular, reflects on ethical and political issues related to Canada’s international engagement. Specific topics covered in this course include poverty, equity and the social determination of health; global change and neglected diseases; environmental and occupational health accompanying growth; conflict and diplomacy, war and public health; and the challenges of global governance. In 2021, we will consider the implications of alternative framings and what this means for assessing and addressing “global health issues” in the context of COVID-19.
Summary of Modules
A. Framework for understanding global health and human security (Week 1, 2, 3, 4)
B. Global drivers, burden of disease and capacities (Week 5, 6, 7)
C. Conflict and health (Week, 8, 9)
D. Global Governance (Week 10, 11, 12)
E. Wrap-up (Week 13)

Learning objectives
To be able to:
- Discuss core concepts concerning “global health” & “human security”;
- Critically analyze different approaches to addressing global health concerns;
- Identify & explain threats (types, direct and indirect effects) to Global Health Security; and
- Present & critically discuss strategies for promoting human security from a health perspective.

Structure
Each session will generally include
a) A discussion of the week’s assigned readings;
b) a presentation by experts in different areas, followed by discussion;
c) break; and
d) an interactive or student led session

Grading & Assessment
i) Reflective Journal (20%) Over the course of the term, each student will be expected to submit a total of ten 300-word (max) reflection entries on the discussion board. You may respond to a peer’s post. Grading will assess the conscientiousness of the reflection on “designated questions” or an issue or question that you may raise, referring to readings, lectures and/or other “reference points”. There are no “right or wrong” answers here. Each entry will be due on Sunday at 11.59 pm.

ii) World Cafe discussion convening (15%) Students will work in pairs for this exercise. Each student will be a convenor for one session. This will involve “refining” session questions (in line with a critical introduction of 1 or more readings) and facilitating the session. We will apply a “world café” format to optimize participation: See link: http://www.theworldcafe.com/keyconceptsresources/world-cafe-method/. Each pair of students will prepare a 750-word (max) summary of main points covered and will submit that as the output for this assignment.

iii) Presentation on a selected topic (15%) For this assignment you will make a presentation with targeting of “stakeholder/actor” of student’s choice – to inform/provide background/convince of a position etc. You will have 15 minutes to present and 5 minutes for Q &A.

iv) Research paper on a selected topic (30%) The paper should relate to a topic of interest in regard to one of the themes in the course. It should be 15 pages long (max) excluding references and double-spaced). While creativity is encouraged, the paper may be on the same topic as one of the class presentations. An option is to frame this paper as the introduction to a larger research project, providing a theoretical background, introducing a research question and outlining a conceptual approach to investigating the research question.

v) Participation (20%) Participation is class discussion key. Your full attendance and optimal participation will be required to receive full marks.

Reading materials
- All other reading materials will be available on Canvas.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Speaker</th>
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<tbody>
<tr>
<td>Jan 11</td>
<td>CHALLENGES OF GLOBAL HEALTH &amp; HUMAN SECURITY</td>
<td>Dr. PRINCE ADU SPPH &amp; BC Centre for Disease Control</td>
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<tr>
<td>Week 1</td>
<td>Outline of course; Basic concepts &amp; Frameworks</td>
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<td></td>
<td>What are the main challenges that characterize global health in 2021?</td>
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<td>Jan 18</td>
<td>FOREIGN POLICY THROUGH A GLOBAL HEALTH LENS</td>
<td>Dr. JERRY SPIEGEL SPPH / Liu Institute for Global Issues/Global Health Research Program/ UBC</td>
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<tr>
<td>Week 2</td>
<td>A look at different approaches in the name of security &amp; health</td>
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<td>How can global health capacities be strengthened? How does sovereignty fit in a globalized world?</td>
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<td>Jan 25</td>
<td>THE PANDEMIC &amp; GLOBAL HEALTH CHALLENGES</td>
<td>PANEL</td>
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<td>Week 3</td>
<td>Are we up to the task? Lessons learned?</td>
<td>Dr. PRINCE ADU BCCDC/SPPH, UBC [Moderator]</td>
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<td>Are current governance mechanisms adequate for preventing another pandemic?</td>
<td>Dr. JERRY SPIEGEL SPPH, UBC</td>
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<td>Dr. ANNALEE YASSI SPPH, UBC</td>
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<td>GODWIN DZAH, Allard School of Law, UBC</td>
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<td>NANA OSEI OWUSU, Zhongnan University of Economics &amp; Law, Wuhan, China</td>
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<td>Feb 1</td>
<td>PARTNERSHIPS, DISPARITY AND SECURITY</td>
<td>Dr. ANNALEE YASSI UBC</td>
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<td>Week 4</td>
<td>A look at social determination of populations’ health and wellbeing.</td>
<td>Dr. ANGELA McINTYRE UBC</td>
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<td>What partnerships can make a difference? What principles should be</td>
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<td>considered? What does focus on “health equity” imply for policy and</td>
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<td>the pursuit of “solutions” for “populations at risk”?</td>
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<td>Feb 8</td>
<td>HIV/AIDS, COVID-19 &amp; SECURITY SEPSIS</td>
<td>Dr. DAVID MOORE BC Centre for Excellence in HIV/AIDS</td>
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<td>Week 5</td>
<td>Are we adequately strengthening capacities for addressing global health challenges and opportunities?</td>
<td>Dr. NIRANJAN (&quot;TEX&quot;) KISSOON Centre for Int ’l Child Health, BC Children’s &amp; Women’s Hospital</td>
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<td>A look at global health challenges &amp; why framing matters.</td>
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<tr>
<td>Feb 15–</td>
<td>BREAK - No Class</td>
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<td>Mar 1</td>
<td>GROWTH AND HEALTH - Worker &amp; Environmental Health</td>
<td>CATHY WALKER trade union health and safety expert</td>
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<td>Week 6</td>
<td>A look at problems of growth and globalization / China.</td>
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<td>Does increased prosperity ensure improved health?</td>
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<td>Mar 8</td>
<td>POVERTY, DISEASE BURDEN &amp; HEALTH SYSTEMS</td>
<td>Dr. PRINCE ADU SPPH &amp; BCCDC</td>
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<td>Week 8</td>
<td>A look at health and security support systems.</td>
<td>Dr. ANGELI RAWAT UNICEF</td>
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<td>Do “vertical” aid interventions necessarily improve health systems?</td>
<td>Dr. ANGELA McINTYRE UBC</td>
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<td>Mar 15</td>
<td>PREPAREDNESS/ BIO-SECURITY</td>
<td>Dr. DAVID PATRICK SPPH &amp; BC Centre for Disease Control</td>
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<td>Week 9</td>
<td>A look at how global health &amp; human security are being addressed.</td>
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<td>How have “security” priorities since 2001 helped or hindered global health and human security?</td>
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<td>Mar 22</td>
<td>WAR, PUBLIC HEALTH &amp; HUMANITARIAN AID</td>
<td>Dr. MAUREEN MAYHEW UBC</td>
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<td>Week 10</td>
<td>A look at how lack of physical safety &amp; security affects health.</td>
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<td>Mar 29</td>
<td>THE CHALLENGE OF CLIMATE CHANGE</td>
<td>Dr. TIM TAKARO Simon Fraser University</td>
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<td>Week 11</td>
<td>Are we now approaching climate change as a human security issue?</td>
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<td>From climate change to climate emergency: is it just a mere change in terminology?</td>
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<td>Apr 5</td>
<td>TRADE/ECONOMIC POLICY</td>
<td>Dr. JOHN CALVERT, Simon Fraser University</td>
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<td>Week 12</td>
<td>Has globalization been a vector for promoting health security or insecurity?</td>
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<td>Apr 12</td>
<td>GLOBAL HEALTH GOVERNANCE &amp; DIPLOMACY</td>
<td>Dr. PETER BERMAN SPPH GODWIN DZAH, LLM Peter Allard School of Law</td>
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<td>Week 12</td>
<td>Taking stock of how our global governance systems work.</td>
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<td>Are current governance mechanisms adequate for improving global health and human security?</td>
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<td>Can global health governance benefit from critical approaches?</td>
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<td>Apr 12</td>
<td>WRAP-UP</td>
<td>Dr. PRINACE ADU SPPH &amp; BC Centre for Disease Control</td>
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<td>Week</td>
<td>What does the concept of human security add to our understanding of trends in global health?</td>
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<td>Teaching Ends: April 14</td>
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<td>Term Ends: April 29</td>
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### Detailed Weekly Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>JAN 11</th>
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<tr>
<td><strong>CHALLENGES OF GLOBAL HEALTH &amp; HUMAN SECURITY</strong></td>
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<tr>
<td><strong>Required [65pp+24mins video]</strong></td>
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<tr>
<td>4. Hans Rosling 200 Countries, 200 Years, 4 Minutes - The Joy of Stats [4mins]</td>
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<td>5. Hans Rosling. The best stats you’ve ever seen. [20mins]</td>
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<tr>
<td><strong>Supplementary</strong></td>
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<tr>
<td><strong>FOREIGN POLICY THROUGH A GLOBAL HEALTH LENS</strong></td>
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<td><strong>Required [44pp]</strong></td>
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**Schedule/Student activity/ Assignment**

**Schedule**
- 2.00-3.00 Intro lecture + introductions: PA
- 3.00-3.30 Media rep. of a global health issue
- 3.30-3.40 Break
- 3.40-4.20 Discussion of week’s readings: GD
- 4.20-4.40 World café simulation: PA & GD
- 4.40 Wrap Up

**In-class Activity**
1. **Introduce yourself: program, background & experience, special interests/objectives**
2. Students should be prepared to introduce a media representation of a “global health” issue (news clip / profile of a broadcast / other representation summary) with their comment on its significance.

**Assignment due this week**
- None
### Supplementary


### Assignment due this week

- **Reflection #1**

### Jan 25 Week 3

**THE PANDEMIC & GLOBAL HEALTH CHALLENGES**

**Required [2pp]**


**Supplementary**


### Assignment due this week

- **Reflection #2**

### Feb 1 Week 4

**PARTNERSHIPS, DISPARITY AND SECURITY**

**Required [45pp]**


**Supplementary**


### Assignment due this week

- **Reflection #3**

### Feb 8

**HIV/ AIDS & SECURITY**

**SEPSIS**
Week 5

Required [79pp]
2. Davies, Global Politics of Health Chapter 3; pp. 62-86

Supplementary

Schedule
- 2.00-2.30 Discussion of week’s readings: GD
- 2.30-3.15 Guest Lecture#1: DM [45mins]
- 3.15-3.25 Break
- 3.25-4.10 Guest lecture#2: NK [45mins]
- 4.10-4.40 World café #2 [30mins]

Assignment due this week
- Reflection #4

Feb 15– BREAK - No Class
Feb 22
Week 6

**Required [15pp]**

1. Huang, Y. China: The Dark Side of Growth (2013) http://yaleglobal.yale.edu/content/china-dark-side-growth

**Supplementary**


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Mar 1
Week 7

**POVERTY, DISEASE BURDEN & HEALTH SYSTEMS**

**Required [43pp]**

1. Davies, Global Politics of Health Chapter 6: pp. 133-156

**Supplementary**

2. GHW 4 B1.1 The current discourse on Universal Health Coverage (UHC) [as pdf]

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**Schedule**

- 2.00-2.30 Discussion of week’s readings: GD
- 2.30-4.00 Guest Lecture: CW [90mins]
- 4.00-4.10 Break
- 4.10-4.40 World café #3 [30mins]

**Assignment due this week**

- Reflection #5

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**Reflection #6**

### PREPAREDNESS/ BIO-SECURITY

**Required [34pp]**


**Supplementary**


### WAR, PUBLIC HEALTH & HUMANITARIAN AID

**Required [39pp]**

1. Davies, Global Politics of Health Chapter 4; pp. 87-104; Chapter 5; pp. 105-132.

**Supplementary**

2. Levy, BS Sidel, V & Foege, WF. Arms and Public Health: A Global Perspective, pp. 3-11

**Schedule**
- 2.00-2.30 Discussion of week’s readings: GD
- 2.30-4.00 Guest Lecture: DP [90mins]
- 4.00-4.10 Break
- 4.10-4.40 World café #5 [30mins]

**Assignment due this week**
- Reflection #7

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**Schedule**
- 2.00-2.30 Discussion of week’s readings: GD
- 2.30-4.00 Guest Lecture: MM [90mins]
- 4.00-4.10 Break
- 4.10-4.50 Final Presentations pt.1 [40mins]

**Assignment due this week**
- Reflection #8
THE CHALLENGE OF CLIMATE CHANGE

Required [48pp]
1. GHW5 C1 Climate Change, Environmental Degradation and Health: Confronting the Realities

Supplementary

TRADE/ECONOMIC POLICY

Required [32pp+12mins video]
2. Calvert J (2014) Presentation on the proposed Trans-Pacific Partnership Agreement, Ottawa: House of Commons Standing Committee on Trade (7pp)
4. Video: Neoliberalism as a water balloon

Supplementary
2. Labonte and Schrecker, Globalization and Health articles (on CD)
4. GHW4 C2 Non-Communicable Diseases: is big business Hijacking the debate? [as pdf]
<table>
<thead>
<tr>
<th>Required</th>
<th>Supplementary</th>
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**GLOBAL HEALTH GOVERNANCE & DIPLOMACY**

**Required**


**Supplementary**

4. Laurie Garrett – Foreign Policy [http://foreignpolicy.com/2014/09/06/we-could-have-stopped-this/]