

## HLTHAGE 4F03 GLOBAL HEALTH CRISES Fall Term 2022

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**Lecture:** Thursdays 11:30 am-2:20 pm

**Location:** Room HH 305

**Office Hours:** By appointment

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## **Course Description**

This seminar course introduces to students the conditions, experiences, and effects of global health crises. The intensification and acceleration of the global flow of capital, people, information, ideas, and pathogens since the 1980s has significantly changed the face, dynamics, and politics of global health, including the risk of global health crises and responses (not limited to public health responses) to those crises. Taking a critical approach, this course explores global health crises—exemplified by COVID-19, Ebola, Zika, H1N1, SARS, and HIV and AIDS—and their relationships with the contemporary globalization processes (e.g., economic, political, social, cultural, technological, and environmental). Situating global health crises in an increasingly globalized society, the course also addresses related issues of history, capitalism, risk, “security”, time, place, space, media representation, and inequalities, as well as global governance (including international organizations and civil society). The course materials include theories, empirical studies, historical and review articles, opinion essays, and news articles on related topics from different disciplinary, theoretical, geographical and political standpoints.

## **Course Objectives**

By the end of the course students should be able to:

- Acquire knowledge about a situation that is being called a “global health crisis”
- Understand the dynamics and responses to global health crises at local, national, international, and global levels
- Recognize and reflect on the politics and perspectives underpinning various crisis responses
- Develop critical thinking about global health interconnectedness
- Brainstorm the possibilities for collaboration across various actors in the context of global health crises

## **Required Materials and Texts**

- There is no text for this course. Readings for each week are provided in the schedule below, and are available through the McMaster library system and Avenue to Learn (A2L).

## **Course Evaluation – Overview**

1. Attendance and participation (15%)
2. Group presentation (20%)
3. Analytical paper (20%)
4. Final paper (45%)

## **Course Evaluation – Details**

### **Attendance and participation (15%)**

Students' attendance and participation are crucial for this course. You are expected to complete the required readings and take an active part in both small-group and whole-class discussions.

### **Group presentation (20%)**

By week 2 (Sept 15), you will select and sign up for a seminar topic based on your interests to assist the instructor in forming student presentation groups. The main objective of this group presentation is to share your understanding and critiques of the readings. Each group will give a **30-minute presentation**. The presentation should include (but not be limited to) the *key points or a synthesis* of the readings, your *comprehensive* analysis of the seminar topic based on the readings, *your critique* (e.g., what and why you agree/disagree; and what is missing and why it matters), and your thoughts on possible public health responses. Relevant, external materials or examples (e.g., images, video clips, audio podcasts, stories, and artwork) is encouraged to be used in the presentation to help illustrate your ideas. If you use PowerPoint, you are encouraged to 15~20 slides for a concise and effective presentation.

In addition, the group should prepare **pre-circulated questions** for class discussion and send them to the instructor at least two days before the class for feedback before posting them on A2L. It would be ideal to have at least one question for each scholarly article and one overarching question for the seminar topic. Good questions are open-ended, thoughtful ones that can enrich students' understanding of issues relating to the seminar topic.

*Major evaluation criteria:* Quality of your presentation and pre-circulated questions, including clarity, relevance, and originality of ideas; and respect for time. A group-based grade for the presentation will be given.

### **Analytical paper (20%), due date depending on your selected seminar topic**

In this paper students are expected to develop their own analysis of, as well as an argument on, an issue arising out of the readings of a particular week (from Sept 29 to Nov 17) through a *comprehensive review* of all of the required weekly readings. This paper is NOT a summary of these readings, but rather YOUR in-depth and critical understanding of the readings and of the seminar topic. For example, your analysis might be guided by questions **such as**: Is there an important idea, theme, or issue that resonates with you when you read these articles? What are the relationships (e.g., connections and contradictions) among different articles? What is your own argument about the issue? How have you developed that understanding? What are the implications for our responses to a future global pandemic?

Please note that the seminar topic students select for this assignment should NOT overlap with those they choose for their in-class presentations. **The paper (in**

**electronic copy) must be submitted to A2L before the class on the day we address those readings.** No outside research is necessary for this paper. The paper should be double-spaced, 5-6 pages (1,250-1,500 words, excluding “References”). **The last day to submit the analytical paper is November 17, 2022.**

*Major evaluation criteria:* Structure and coherence; relevance; quality of analysis and argument; originality of ideas; and quality of communication and presentation (e.g., grammar, clarity, and reference style).

### **Final paper (45%), due Dec 12, 2022**

In the final paper students are expected to engage in an in-depth exploration of an issue arising out of the course (comprising the required readings and class discussions, as well as other, related, issues of global health crises). You are encouraged to incorporate what you have learned in class, and this paper may expand on themes developed in the shorter analytical paper. I am happy to discuss your paper idea with you at any stage. Consultation to help students prepare this assignment may also be arranged in our last class.

The paper should be double-spaced, 12 pages (approximately 3,000 words, excluding “references” and “title page”), and be submitted electronically to A2L. It is due on Monday, December 12, 2022 (by midnight). No extension will be granted.

*Major evaluation criteria:* Structure and coherence; relevance; quality of argument and analysis; originality of ideas; and quality of communication and presentation (e.g., grammar, clarity, and reference style).

## **Tentative Weekly Course Schedule and Required Readings**

### **Week 1 (Sept 8)**

#### **Introduction to the course**

Readings: N/A

Note: Please sign up to the in-class presentation sheet by Week 2.

### **Week 2 (Sept 15)**

#### **“Global health crisis”: a preliminary understanding**

Readings:

Smith, M. J., & Shelley, J. (2020, January 15). What the coronavirus emergency declaration means for Canada. *The Conversation*.

<https://theconversation.com/what-the-coronavirus-emergency-declaration-means-for-canada-130950>

McInnes, C. (2016). Crisis! What crisis?: Global health and the 2014–15 West African Ebola outbreak. *Third World Quarterly*, 37(3), 380-400.

Gostin, L. O., & Friedman, E. A. (2014). Ebola: a crisis in global health leadership. *The Lancet*, 384(9951), 1323-1325.

Kelly, A. H., Lezaun, J., Löwy, I., Matta, G. C., de Oliveira Nogueira, C., & Rabello, E. T. (2020). Uncertainty in times of medical emergency: Knowledge gaps and structural ignorance during the Brazilian Zika crisis. *Social Science & Medicine*, 246. <https://doi.org/10.1016/j.socscimed.2020.112787>

### **Week 3 (Sept 22)**

#### **Contextualization: inequalities, geopolitics, and global health governance**

Readings:

\*Davies, J. & Sepulveda, E. (2021, December 21). Income inequality and COVID-19: We are in the same storm, but not in the same boat. *The Conversation*. <https://theconversation.com/income-inequality-and-covid-19-we-are-in-the-same-storm-but-not-in-the-same-boat-173400>

Sparke, M., & Anguelov, D. (2012). H1N1, globalization and the epidemiology of inequality. *Health & Place*, 18(4), 726-736.

Brown, T. (2011). “Vulnerability is universal”: Considering the place of “security” and “vulnerability” within contemporary global health discourse. *Social Science & Medicine*, 72(3), 319-326.

Diggins, J., & Mills, E. (2015). The pathology of inequality: Gender and Ebola in West Africa. *IDS Practice Paper in Brief*, 23 (4 pages) <https://opendocs.ids.ac.uk/opendocs/handle/20.500.12413/5856>

McInnes, C., Kamradt-Scott, A., Lee, K., Reubi, D., Roemer-Mahler, A., Rushton, S., ... & Woodling, M. (2012). Framing global health: the governance challenge. *Global Public Health*, 7(sup2), S83-S94.

**Optional:** CBC Radio (2022). The Great Leveler: Dr. Paul Farmer on the fight for equal health care. *Ideas with Nahlah Ayed*. Available at: <https://www.cbc.ca/listen/live-radio/1-23-ideas/clip/15774294-the-great-leveler-dr.-paul-farmer-fight-equal> (54 minutes)

Note: The first group presentation will start next week.

### **Week 4 (Sept 29)**

#### **The lessons of history: a glimpse of “Spanish flu” (1918)**

Readings:

Griffin, D., & Denholm, J. (2020, April 16). This isn't the first global pandemic, and it won't be the last. Here's what we've learned from 4 others throughout history. *The Conversation*. <https://theconversation.com/this-isnt-the-first-global-pandemic-and-it-wont-be-the-last-heres-what-weve-learned-from-4-others-throughout-history-136231>

Opdycke, S. (2014). Timeline. In *The flu epidemic of 1918: America's experience in the global health crisis* (pgs. Xi-Xii). Routledge.

Hoppe, T. (2018). "Spanish flu": when infectious disease names blur origins and stigmatize those infected. *American Journal of Public Health*, 108(11), 1462-1464.

Flecknoe, D., Charles Wakefield, B., & Simmons, A. (2018). Plagues & wars: the "Spanish Flu" pandemic as a lesson from history. *Medicine, Conflict and Survival*, 34(2), 61-68.

Dolan, B. (2020). Unmasking history: Who was behind the anti-mask league protests during the 1918 influenza epidemic in San Francisco?. *Perspectives in Medical Humanities*, 5(19). <https://doi.org/10.34947/M7QP4M> (23 pages)

## Week 5 (Oct 6)

### Art and media presentations: framing, sentiment, and health communication

Readings:

Shwetz, K. (2020, March 18). Apocalyptic fiction helps us deal with the anxiety of the coronavirus pandemic. *The Conversation*. <https://theconversation.com/apocalyptic-fiction-helps-us-deal-with-the-anxiety-of-the-coronavirus-pandemic-133682>

Sartin, J. S. (2019). Contagious horror: infectious themes in fiction and film. *Clinical medicine & research*, 17(1-2), 41-46.

Dehority, W. (2020). Infectious disease outbreaks, pandemics, and Hollywood—hope and fear across a century of cinema. *Jama*, 323(19), 1878-1880.

Ribeiro, B., Hartley, S., Nerlich, B., & Jaspal, R. (2018). Media coverage of the Zika crisis in Brazil: The construction of a "war" frame that masked social and gender inequalities. *Social Science & Medicine*, 200, 137-144.

Pieri, E. (2019). Media framing and the threat of global pandemics: The Ebola crisis in UK Media and policy response. *Sociological Research Online*, 24(1), 73-92.

**Week 6 (Oct 13)**

**Mid-Term Recess**

**Week 7 (Oct 20)**

**Securitization of infectious diseases: from HIV to COVID-19**

Readings:

Jin, J., & Karackattu, J. T. (2011). Infectious diseases and securitization: WHO's dilemma. *Biosecurity and Bioterrorism: Biodefense Strategy, Practice, and Science*, 9(2), 181-187.

Selgelid, M. J., & Enemark, C. (2008). Infectious diseases, security and ethics: the case of HIV/AIDS. *Bioethics*, 22(9), 457-465.

Sekalala, S., Williams, C. R., & Meier, B. M. (2022). Global health governance through the UN Security Council: health security vs. human rights?. *Australian Journal of International Affairs*, 76(1), 27-34.

Daoudi, S. (2020). The War on COVID-19: The 9/11 of Health Security?. *Policy Centre for the New South*. <https://www.africaportal.org/publications/war-covid-19-911-health-security/>

**Week 8 (Oct 27)**

**Access to vaccines and treatments: capitalism, activism, and WHO**

Readings:

Labonte, R. & Johri, M. (2020, November 5). COVID-19 drug and vaccine patents are putting profit before people. *The Conversation*. <https://theconversation.com/covid-19-drug-and-vaccine-patents-are-putting-profit-before-people-149270>

Cueto, M., & Lopes, G. (2021). AIDS, antiretrovirals, Brazil and the international politics of global health, 1996–2008. *Social History of Medicine*, 34(1), 1-22.

Fidler, D. P., & Gostin, L. O. (2011). The WHO pandemic influenza preparedness framework: A milestone in global governance for health. *Jama*, 306(2), 200-201.

Zhou, Y. R. (2022). [Vaccine nationalism: contested relationships between COVID-19 and globalization](#). *Globalizations*, 19(3), 450-465. DOI: 10.1080/14747731.2021.1963202 (\*Open Access)

**Week 9 (Nov 3)**

**Complex politics: rhetoric, othering, and resistance**

Readings:



Larsson, P. (2021, July 15). The inherent racism of anti-vaxx movements. *The Conversation*. <https://theconversation.com/the-inherent-racism-of-anti-vaxx-movements-163456>

Glowacki, E. M., & Taylor, M. A. (2020). Health hyperbolism: A study in health crisis rhetoric. *Qualitative Health Research*, 30(12), 1953-1964. <https://doi.org/10.1177/1049732320916466>

Dionne, K. Y., & Turkmen, F. F. (2020). The politics of pandemic othering: Putting COVID-19 in global and historical context. *International Organization*, 74(S1), E213-E230.

Puri, N., Coomes, E. A., Haghbayan, H., & Gunaratne, K. (2020). Social media and vaccine hesitancy: new updates for the era of COVID-19 and globalized infectious diseases. *Human vaccines & immunotherapeutics*, 16(11), 2586-2593.

## **Week 10 (Nov 10)**

### **Public policy responses: disease control and beyond**

Readings:

Chhiner, N. (2020, March 15). Employers need to give paid sick days to fight the coronavirus. *The Conversation*. <https://theconversation.com/employers-need-to-give-paid-sick-days-to-fight-the-coronavirus-133601>

Sheluchin, A., Johnston, R. M., & van der Linden, C. (2020). Public responses to policy reversals: the case of mask usage in Canada during COVID-19. *Canadian Public Policy*, 46(S2), S119-S126.

Radil, S. M., Castan Pinos, J., & Ptak, T. (2021). Borders resurgent: towards a post-Covid-19 global border regime?. *Space and Polity*, 25(1), 132-140.

Forman, L., & Kohler, J. C. (2020). Global health and human rights in the time of COVID-19: Response, restrictions, and legitimacy. *Journal of Human Rights*, 19(5), 547-556.

## **Week 11 (Nov 17)**

### **Lives amid COVID-19: vulnerability, intersectionality, and precarity**

Readings:

Rubaii, N., & Junior, J. J. A. (2020, July 7). Brazil's Bolsonaro has COVID-19 – and so do thousands of Indigenous people who live days from the nearest hospital. *The Conversation*. <https://theconversation.com/brazils-bolsonaro-has-covid-19-and-so-do-thousands-of-indigenous-people-who-live-days-from-the-nearest-hospital-141506>

Okoi, O., & Bwawa, T. (2020). How health inequality affects responses to the COVID-19 pandemic in Sub-Saharan Africa. *World Development*, 135, 105067. (4 pages) <https://doi.org/10.1016/j.worlddev.2020.105067>

Buffel, T., Yarker, S., Phillipson, C., Lang, L., Lewis, C., Doran, P., & Goff, M. (2021). Locked down by inequality: older people and the COVID-19 pandemic. *Urban Studies*, 00420980211041018. (18 pages)

Laster Pirtle, W. N., & Wright, T. (2021). Structural gendered racism revealed in pandemic times: Intersectional approaches to understanding race and gender health inequities in COVID-19. *Gender & Society*, 35(2), 168-179.

Note: This is **the last day** when you can write on and submit the analytical paper.

## **Week 12 (Nov 24)**

### **Reflection and reimagination: Interdependence and solidarity in the context of multiple/future crises**

Readings:

Zhou, Y. R. (2020, March 17). The global effort to tackle the coronavirus face mask shortage. *The Conversation*. <https://theconversation.com/the-global-effort-to-tackle-the-coronavirus-face-mask-shortage-133656>

Flyvbjerg, B. (2020). The law of regression to the tail: How to survive Covid-19, the climate crisis, and other disasters. *Environmental Science & Policy*, 114, 614-618.

Nunes, J. (2020). The COVID-19 pandemic: securitization, neoliberal crisis, and global vulnerabilization. *Cadernos de saude publica*, 36 (4). doi: 10.1590/0102-311X00063120

Leal Filho, W., Brandli, L. L., Lange Salvia, A., Rayman-Bacchus, L., & Platje, J. (2020). COVID-19 and the UN sustainable development goals: threat to solidarity or an opportunity?. *Sustainability*, 12(13), 5343. (14 pages)

Gostin, L. O., Moon, S., & Meier, B. M. (2020). Reimagining global health governance in the age of COVID-19. *American Journal of Public Health*, 110(11), 1615-1619.

## **Week 13 (Dec 1)**

### **Final project consultation**

Readings: N/A

## **Course Policies**

### **Submission of Assignments**

All assignments must include a title page with all relevant course information, adhere to the page limits specified, be formatted with 12 pt. font and standard margins. The citations and references in all assignments should use APA style (<https://apastyle.apa.org/style-grammar-guidelines/references/examples>).

### **Grades**

Grades will be based on the McMaster University grading scale:

<b>MARK</b>	<b>GRADE</b>
90-100	A+
85-90	A
80-84	A-
77-79	B+
73-76	B
70-72	B-
67-69	C+
63-66	C
60-62	C-
57-59	D+
53-56	D
50-52	D-
0-49	F

### **Late Assignments**

Assignments must be submitted on the due date unless accommodations are required. A 2% reduction will be applied each day (i.e., Monday - Sunday) after the due date.

### **Avenue to Learn (A2L)**

In this course we will be using Avenue to Learn. Students should be aware that, when they access the electronic components of this course, private information such as first and last names, usernames for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure, please discuss this with the course instructor.

### **Course Modification**

The instructor reserves the right to modify elements of the course during the term. If any modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check his/her McMaster email and course websites weekly during the term and to note any changes.

## **University Policies**

### **Academic Integrity**

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. **It is your responsibility to understand what constitutes academic dishonesty.**

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: “Grade of F assigned for academic dishonesty”), and/or suspension or expulsion from the university. For information on the various types of academic dishonesty please refer to the [Academic Integrity Policy](https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/), located at <https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/>

The following illustrates only three forms of academic dishonesty:

- plagiarism, e.g. the submission of work that is not one’s own or for which other credit has been obtained.
- improper collaboration in group work.
- copying or using unauthorized aids in tests and examinations.

### **Authenticity / Plagiarism Detection**

**Some courses may** use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. For courses using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via an online learning platform (e.g. A2L, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software.

**All submitted work is subject to normal verification that standards of academic integrity have been upheld** (e.g., on-line search, other software, etc.). For more details about McMaster’s use of Turnitin.com please go to [www.mcmaster.ca/academicintegrity](http://www.mcmaster.ca/academicintegrity).

### **Conduct Expectations**

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the [Code of Student Rights & Responsibilities](#) (the “Code”). All students share the responsibility of maintaining a

positive environment for the academic and personal growth of all McMaster community members, **whether in person or online.**

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students' access to these platforms.

### **Academic Accommodation of Students With Disabilities**

Students with disabilities who require academic accommodation must contact [Student Accessibility Services](#) (SAS) at 905-525-9140 ext. 28652 or [sas@mcmaster.ca](mailto:sas@mcmaster.ca) to make arrangements with a Program Coordinator. For further information, consult McMaster University's [Academic Accommodation of Students with Disabilities](#) policy.

### **Requests For Relief For Missed Academic Term Work**

In the event of an absence for medical or other reasons, students should review and follow the [Policy on Requests for Relief for Missed Academic Term Work](#).

### **Academic Accommodation For Religious, Indigenous or Spiritual Observances (RISO)**

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the [RISO](#) policy. Students should submit their request to their Faculty Office **normally within 10 working days** of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

### **Copyright And Recording**

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors.

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

### **Extreme Circumstances**

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.

### **Faculty of Social Sciences E-mail Communication Policy**

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student's own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student's responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion.