

**POLITICS OF PANDEMICS**  
**Fall 2020**

**Instructor:** Ahmad Firas Khalid  
**Email:** kkkhalida@mcmaster.ca  
**Lecture:** Monday 9:30AM – 10:20 AM  
and Thursday 9:30AM - 11:20 AM  
**Room:** Virtual classroom

**Office:** Zoom  
**Office Hours:** by appointment on Zoom

**Contents**

Course Description.....	3
Course Objectives .....	3
Required Materials and Texts .....	3
Class Format.....	3
Course Evaluation – Overview .....	4
Course Evaluation – Details .....	4
Online active participation (10%), ongoing .....	4
Topic statement for the simulation & decision note (10%, Due September 17 by 9:30 am) .....	4
Participation in and preparation for simulation (30%), ongoing.....	5
Evaluation: 3PA3 participation in and preparation for simulation rubric .....	5
Post simulation quiz – (20%, due after each week’s simulation) .....	6
Group decision note – (30%, due Monday December 07 at 9:30 am) .....	6
Evaluation: 3PA3 Decision note rubric.....	7
Weekly Course Schedule and Required Readings .....	9
Week 1 September 10, 2020 .....	9
Week 2 September 14 – September 17.....	9
Week 3 September 21 – September 24.....	11
Week 4 September 28 – October 01 .....	11
Week 5 October 05 – October 08 .....	12
Week 6 October 12 – October 18 .....	12
Week 7 October 19 – October 22 .....	13
Week 8 October 26 – October 29 .....	13
Week 9 November 02 – November 05.....	14
Week 10 November 09 – November 12.....	14
Week 11 November 16 – November 19.....	15
Week 12 November 23 – November 26.....	15
10Week 13 November 30 – December 03.....	16

Week 14 December 07 .....	17
Course Policies .....	17
Submission of Assignments.....	17
Grades.....	17
Late Assignments .....	18
Absences, Missed Work, Illness .....	18
Courses with an On-Line Element .....	18
Online Proctoring.....	18
Authenticity / Plagiarism Detection .....	18
Copyright and Recording .....	19
Academic Accommodation for Religious, Indigenous or Spiritual Observances (RISO) .....	19
Academic Integrity Statement.....	19
Conduct Expectations.....	20
Academic Accommodation of Students with Disabilities.....	20
Faculty of Social Sciences E-mail Communication Policy .....	20
Course Modification .....	20
Extreme Circumstances.....	20

## **Course Description**

Politics of Pandemics looks at the political and global implications of pandemics, including COVID-19 as well as historic epidemics and viruses. It considers the impact and influence of global health governance arrangements. It also examines the role of political authority, and different systems of democratic governance, with respect to alternative policy responses and varying health outcomes.

To prepare action-oriented leaders for addressing pandemics, students will come to understand the types of decisions that can have an impact on health, the roles of different organizations involved in making these decisions, and the types of influences on these decisions. To accomplish this, students will organize, prepare for, and participate in online-simulations of both provincial and federal cabinet meetings, World Health Assemblies, and a United Nations (UN) General Assembly plenary or high-level meeting focused on pandemics.

## **Course Objectives**

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

Conceptually....

- Demonstrate a good understanding of the key political and global implications of pandemics;
- Understand the political factors that influence decision-making in pandemics, including institutions (rules about who gets to make what types of decisions and how), interests (elected officials and their direct or indirect sources of power), ideas (like values and research evidence), and external factors (political change);
- Compare and contrast decision-making processes and outcomes between different political contexts;

Practically...

- Undertake a literature review and documentary analysis;
- Write a decision note;
- Communicate about a pressing policy issues in relation to pandemics, options for addressing it, and preferences for a particular option;
- Chair a meeting;

## **Required Materials and Texts**

- There is no set textbooks for this course. Instead we will be sampling a diverse set of readings from peer-reviewed journals, government websites, and media outlets.

## **Class Format**

Twice weekly, online and virtual classroom

**Course Evaluation – Overview**

<b>Component</b>	<b>Due Date</b>	<b>Percentage</b>
Online active participation	Ongoing	10%
Topic statement for the simulation & decision note	September 17	10%
Participation in and preparation for simulation	TBD	30%
Post simulation quiz	Ongoing	20%
Group’s decision note	December 07	30%
Total		100%

**Course Evaluation – Details**

**Online active participation (10%), ongoing**

Students will be divided into groups. In your assigned group, you are expected to respond to a weekly discussion question every Monday by 9:30 am. There are a total of 13 online discussion posts for this course. Students are expected to contribute to 10 of these 13 online discussion questions. It is up to you to decide which of the 13 online discussion questions posts you wish to answer.

The discussions are intended to enable learners to further their knowledge and exploration of course content. Learners are expected to follow the schedule of assigned readings, participate in scheduled online learning activities (discussions), read the discussions, and make substantive contributions to them. Logging on to the website, visiting the discussions or chat rooms is not considered participation.

All learners will demonstrate active participation in weekly discussion by posting 2-3 significant contributions (not to exceed 200 words each) in response to posted questions, showing evidence of having read and integrated assigned readings and student postings with previous knowledge and experience. It is preferred if you visit the discussion throughout the week to ensure an interactive experience. New literature/resources can be introduced.

**Topic statement for the simulation & decision note (10%, Due September 17 by 9:30 am)**

1 page single-spaced, 12-point font, 1-inch margins (2.54 cm), do not use point form – write in full paragraphs and include citations (if needed)

In your assigned group, provide me with one short paragraph on the possible policy problem in relation to pandemics in a jurisdiction of your choice (Canadian province, federal level in Canada, international jurisdiction – World Health Assembly or UN high-level meeting ) that you are considering for your decision note. Note that the problem may be specific to a certain policy (for example, combatting misinformation in the midst of a pandemic) or related to a linked set of policies (shortage of healthcare workers to

combat a pandemic), as long as it can be described in some detail in the space allotted. Provide an annotated bibliography of at least five sources all in one page.

**Participation in and preparation for simulation (30%), ongoing**

In the same group you are assigned to for the term, you will be asked to participate in a weekly’s simulation. Simulations will take place every Thursday at 9:30 am to 11:20 AM on Zoom. Students will need to work collectively through how to equitably:

- select chair (i.e., Chair, Board of Directors for the regional health board simulations; Premier for the provincial cabinet simulations; Prime Minister for the federal cabinet simulations; Chair, World Health Assembly (WHA) for the WHO simulations; and Chair, UN General Assembly plenary or high-level meeting for the UN simulations) for each of the simulations;
- select roles for the remaining group members.

Groups will work collectively to identify a topic that will be the focus for the week’s simulation. The topic must be one that was actively under consideration by the corresponding governing body within the last twelve months (and it cannot be one chosen for another simulation). Students’ participation and preparation for each simulation will be evaluated according to a structured rubric.

Groups must submit on Avenue to Learn by the Thursday 9:30 AM of their assigned simulation week the following handouts:

1. Simulation form (*available on Avenue to learn*)
2. Simulation agenda (*available on Avenue to learn*)

**Evaluation: 3PA3 participation in and preparation for simulation rubric**

Student name(s): [Click or tap here to enter text.](#)

Date:[Click or tap here to enter text.](#) Grade (out of 100):[Click or tap here to enter text.](#)

For each statement below, circle the number that corresponds to the following ratings:

never	rarely	sometimes	usually	always
1	2	3	4	5

**I. Academic skills**

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1. Demonstrated evidence of adequate preparation for roles and discussion | 1 | 2 | 3 | 4 | 5 |
| 2. Demonstrated ability to identify pertinent issues                      | 1 | 2 | 3 | 4 | 5 |
| 3. Demonstrated ability to apply relevant concepts and information        | 1 | 2 | 3 | 4 | 5 |

Comments:

**II. Presentation skills**

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 1. Provided clear position statements and rationales for the positions | 1 | 2 | 3 | 4 | 5 |
| 2. Used a presentation style that engaged the audience                 | 1 | 2 | 3 | 4 | 5 |

Comments:

**III. Co-chairing skills**

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 1. Provided colleagues with what they needed to participate meaningfully | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|

2. Engaged colleagues actively in achieving a clear outcome 1 2 3 4 5

**IV. Group skills**

1. Actively participates by posing questions and providing information 1 2 3 4 5  
2. Listens/reads and responds appropriately to others 1 2 3 4 5

Comments:

Grade (out of 100): \_\_\_\_\_

**Post simulation quiz – (20%, due after each week’s simulation)**

Students will be asked a quiz question after each simulation. The quiz questions will be based on the chosen topic of the simulation by the group. The quiz will be administered on Avenue to Learn. To facilitate asynchronous delivery of the course, simulations will be recorded and uploaded onto Avenue to Learn. Quiz question will be posted on Avenue to Learn in the respective simulation folder each Friday by 12 pm. Quiz answers must be completed by Monday at 9:30 am. Each post-simulation quiz is worth 2 percent of the total 20% allocated for this grading item. There will be a total of 10 post-simulation quizzes for a total of 20% of student final grade.

**Group decision note – (30%, due Monday December 07 at 9:30 am)**

2 pages single-spaced, 12-point font, 1-inch margins (2.54 cm), do not use point form – write in full paragraphs and include citations (APA or Vancouver), bibliography (not included in page limit)

This is a group submission. The final mark will be applied equally across all students contributing to the assignment. The group must submit a one-page brief description (on a separate sheet of paper) of which team member led which aspects of the work (e.g., led the research and write-up about the situation for Ontario; led the research and write-up for your comparator jurisdiction; led the preparation of the slides, etc.) and (if applicable) which team member was unable to contribute due to illness or other life events. All members of the group must sign this one-page brief description before submission. The format of the memo is similar to the standard decision memo in many Canadian governments, except it is somewhat longer (brevity is an advanced skill!) and should include citations like any academic work.

Describe a policy problem in relation to your assigned simulation week in a jurisdiction of your choice (Canadian province, federal level in Canada, international jurisdiction) **and** propose policy solutions. Note that the problem may be specific to a certain policy (for example, combatting misinformation in the midst of a pandemic) *or* related to a linked set of policies (shortage of healthcare workers to combat a pandemic), as long as it can be described in some detail in the space allotted.

Your memo should be addressed to a specific system level stakeholder (e.g., policy-makers at the political system level, health minister, humanitarian aid decision-makers, research producers) and should be aimed at convincing them to take a specific course of action in solving the problem. It should include appropriate citations to a variety of academic and non-academic sources. I suggest aiming for 9-12 quality citations.

Below is an example of a decision note that you can use as guidance.

MEMORANDUM TO THE MINISTER OF HEALTH (Pick a specific jurisdiction)

Purpose: One clear sentence to identify the problem and goal of your note

Executive Summary: A very brief overview of the material contained in the note.  
Convince your reader that it is worthwhile to read the whole thing for additional details.

Context/Background:

- What is the problem? This summarizes the problem, and may include some background material that can include the main actors or affected group by the problem, and the relevant policies that exist

Considerations:

- Why the issue is problematic in terms of cost containment, efficiency, equity, or responsiveness or some other clearly articulated criteria
- May include both positive and normative considerations, but these have to be backed by evidence: you may assume that “fairness” is a normatively important criteria, but it is not enough to say the current policy is “unfair.” Need to document specific barriers to access, perceptions of voters as measured in polls, disparities in outcomes etc.
- Also consider goals or outcomes you wish to achieve: what would count as success?
- The presentation of policy alternatives: please suggest two or three
- Describe the different alternatives including pro and cons, groups affected, and how they help achieve policy goals

Implementation considerations:

- The goal of a decision note: prompt action – or to recommend a “do nothing” response, which is possible for this assignment as long as you consider more active options as well
- Which option is best? request that decision maker approve, reject or discuss your plan
- Are there any implementation considerations that the decision maker needs to keep in mind when approving your proposed plan (e.g., potential barriers and facilitators to successful implementation)

Conclusion:

- Brief summary of the main points raised and prompt for action.

**Evaluation: 3PA3 Decision note rubric**

Student name(s): Click or tap here to enter text.

Date: Click or tap here to enter text. Grade (out of 100): Click or tap here to enter text.

Criteria	Comments
<p><u>Position statement</u></p> <ul style="list-style-type: none"> <li>- clear statement of the position being taken with regard to the issue being discussed</li> <li>- clear description of the perspective (e.g., organizational role) being brought to the discussion</li> </ul>	
<p><u>Rationale for the position taken (60)</u></p> <ul style="list-style-type: none"> <li>- clear articulation of the points that advance the position being taken on the issue                             <ul style="list-style-type: none"> <li>o e.g., Context: explains relevant policies, or lack of policies; summarizes problem from information note</li> <li>o e.g., Considerations: presents two or three policy alternatives (pros and cons, groups affected, links to policy goals)</li> <li>o e.g., Implementation considerations: presents potential barriers to and facilitators of successful implementation of the proposed policy</li> <li>o e.g., leading with strong arguments in favour, such as compelling data and research evidence, widely held values, and stakeholder support</li> <li>o e.g., if appropriate, establishing expertise on the topic</li> </ul> </li> <li>- style of argumentation that best engages the audience                             <ul style="list-style-type: none"> <li>o e.g., using a powerful anecdote</li> <li>o e.g., avoiding jargon, acronyms and other barriers to communication</li> </ul> </li> <li>- approach to formatting that facilitates rapid scanning                             <ul style="list-style-type: none"> <li>o e.g., using headings, bullets and bolding to draw attention to key points</li> </ul> </li> </ul>	
<p><u>Conclusion (15)</u></p> <ul style="list-style-type: none"> <li>- conclusion consistent with the position statement and rationale</li> </ul>	



Criteria	Comments
- recommend option and ask for approval	
<b>General (10)</b>	
- ideas presented fluently and make good sense	
- ideas flow logically from one point to another	
- spelling, grammar and punctuation correct	
- paper presented neatly and legibly	
- bibliography contains both academic and non-academic sources	

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

#### **Week 1 September 10, 2020**

**Topic:** Politics and health

**Readings:**

1. Navarro, V., Muntaner, C., Borrell, C., Benach, J., Quiroga, Á., Rodríguez-Sanz, M., ... & Pasarín, M. I. (2006). [Politics and health outcomes](#). *The Lancet*, 368(9540), 1033-1037.
2. Deber, R. B. 2018. Treating health care: how the Canadian system works and how it could work better/ Raisa B. Deber. Chapter one: Defining our terms: What is Health Policy? What is Health. Pages 7-19
3. Blow, C.. (2020). [The politics of a Pandemic](#). *The New York Times*, March 29, 2020.

**Notes:**

- Meet on Zoom for seminar style café on Thursday, September 10 at 9:30 AM
- Go over course outline, including simulation assignments;
- Online learning post questions: Introduce yourself by posting a short biography about who you are? where you want to go next in your academic and professional career? what is your dream job? How would your friends describe you?

#### **Week 2 September 14 – September 17**

**Date – Monday, September 14**

To set the stage for this course, we start exploring the 25 crises that shaped history, from the AIDS epidemic in Africa to COVID-19.

**Topic:** COVID-19 and confusion

**Readings:**

1. [The New Humanitarian – The 25 crises that shaped history](#)

2. [Canada's lost months: When COVID-19's first wave hit, governments and health officials were scattered and slow to act](#)
3. Heymann, D. L., & Shindo, N. (2020). COVID-19: what is next for public health?. *The Lancet*, 395(10224), 542-545.
4. Vally, H. (2020). [6 countries, 6 curves: how nations that moved fast against COVID-19 avoided disaster](#). *The Conversation*.
5. Yong, E. (2020). [Why the Coronavirus is so confusing: A guide to making sense of a problem that is now too big for any one person to fully comprehend](#). *The Atlantic*.

**Notes:**

- Meet on Zoom for seminar style café on Monday, September 14 at 9:30 AM
- Online learning post questions (1): To what extent do you think COVID-19 outbreak is different/similar to other pandemics (e.g., SARS, Ebola, etc.)? Which country's government response to COVID-19 surprised you the most? Why did it surprise you?

**Date – Thursday, September 17**

When responding to pandemics, policies are set under time constraints and uncertainty. Decision-makers working in crises require research evidence in a timely manner to help inform their decisions. However, novel infectious disease outbreaks are unique in that there are knowledge gaps around how to respond to the outbreak.

**Topic:** Science is the pursuit of knowledge, knowledge is power, and power is politics

**Readings:**

1. Khalid AF, Lavis JN, El-Jardali F, Vanstone M. Supporting the use of research evidence in decision-making in crisis zones in low-and middle-income countries: a critical interpretive synthesis. *Health research policy and systems*. 2020;18(1):1-12.
2. Rosella, L. C., Wilson, K., Crowcroft, N. S., Chu, A., Upshur, R., Willison, D., ... & Goel, V. (2013). Pandemic H1N1 in Canada and the use of evidence in developing public health policies—a policy analysis. *Social Science & Medicine*, 83, 1-9.
3. CTV news. (2020). [Face masks make a political statement in the era of coronavirus](#).

**Notes:**

- Meet on Zoom for seminar style café on Thursday, September 17 at 9:30 AM
- Deadline – topic statement paper due on Avenue to Learn on Thursday, September 17 at 9:30 AM
- Wednesday, September 16 – last day for enrolment and adding or dropping classes
- Online learning post discussion question: Research evidence has proven the effectiveness of wearing face masks to help prevent the spread of COVID-19.

However, the decision to wear a mask in public has become a political statement in some countries like the US with some believing it violates their freedom. Do you think science is political? Elaborate in your post by providing an example to support your argument.

### **Week 3 September 21 – September 24**

This week marks the beginning of our simulations. National preparedness plans for pandemics require local health departments to play an integral role in the response. Local contexts should inform health policies. However a lack of a national health policy to respond to COVID-19 resulted in a fragmented approach. We explore the dynamic interactions of different systems of democratic governance and its influence on local health policy-development processes.

**Topic:** Local before global

**Simulation:** Local health meeting (1)

#### **Readings:**

1. Morrow, J. (2007). All politics, pandemics, and plans are local. *NC Med J*, 68(1).
2. CBC. [Ottawa health unit backtracks after issuing misleading advice on COVID-19 immunity](#). June 07, 2020. R
3. Cauchemez, S., Ferguson, N. M., Wachtel, C., Tegnell, A., Saour, G., Duncan, B., & Nicoll, A. (2009). [Closure of schools during an influenza pandemic](#). *The Lancet infectious diseases*, 9(8), 473-481.

#### **Notes:**

- Meet on Zoom for seminar style café on Monday, September 21 at 9:30 AM
- Meet on Zoom for simulation on Thursday, September 24 at 9:30 AM
- Online learning post discussion question: Closure of schools during an pandemic has generated debate among politicians and the public. Some argue that school closures are matters for local (e.g., Hamilton area) not central government (e.g., Ontario's provincial government). Do you believe that school closures should be a local decision or should it be mandated by the provincial government and enforced across the province?

### **Week 4 September 28 – October 01**

This week we continue to examine the political landscape of local healthcare delivery in the midst of a pandemic.

**Topic:** Local before global

**Simulation:** Local health meeting (2)

#### **Readings:**

1. Burkle, F. M. (2010). Do Pandemic Preparedness Planning Systems Ignore Critical Community and Local-Level Operational Challenges?. *Disaster medicine and public health preparedness*, 4(1), 24-29.

2. CBC. [COVID-19 pandemic highlights need for sweeping reforms, Ontario nurses say](#). May 12, 2020.

**Notes:**

- Meet on Zoom for seminar style café on Monday, September 28 at 9:30 AM
- Meet on Zoom for simulation on Thursday, October 01 at 9:30 AM
- Online learning post discussion question: “pandemic planning and response, especially in developed countries that have not experienced pandemics in many years, differs from that of conventional disasters in that the existing pandemic knowledge base of novel infections has primarily originated at the strategic and tactical levels as a “top down” approach” (Burkle, 2010). What are some of the challenges of having a “top down” approach to pandemics preparedness policy development process? List two challenges and discuss them?

**Week 5 October 05 – October 08**

This week we go from local (i.e., Hamilton) to provincial (i.e., Ontario) to explore the political interplay between local context and regional policy development.

**Topic:** Ready or not, the next pandemic here it comes

**Simulation:** Provincial cabinet meeting (1)

**Readings:**

1. [Government of Ontario. The Ontario Government. Toronto, Canada: Government of Ontario; 2017.](#)
2. Lavis JN (editor), [Ontario’s health system: Key insights for engaged citizens, professionals and policymakers](#). Hamilton: McMaster Health Forum; 2016. Chapter 1 – Introduction and overview
3. Hutchison B. (2008). [A long time coming: primary healthcare renewal in Canada](#). Healthcare Papers, 8(2), 10-24.

**Notes:**

- Meet on Zoom for seminar style café on Monday, October 05 at 9:30 AM
- Meet on Zoom for simulation on Thursday, October 08 at 9:30 AM
- Online learning post discussion question: On March 25, 2003 the Ontario government designated SARS as an infectious outbreak. Since 2003, the government of Ontario attempted to implement many policy changes stemming from the lessons learned in dealing with the outbreak. To what extent do you think Ontario was ready to deal with the COVID-19 pandemic? Explain your reasons.

**Week 6 October 12 – October 18**

**Reading Week**

## Week 7 October 19 – October 22

**Topic:** Pandemics vs. chronic disease

**Simulation:** Provincial cabinet meeting (2)

**Readings:**

1. [Ontario Health. \(2020\). Recommendations for regional health care delivery during the COVID-19 Pandemic: outpatient care, primary care, and home and community care.](#)
2. Chudasama, Y. V., Gillies, C. L., Zaccardi, F., Coles, B., Davies, M. J., Seidu, S., & Khunti, K. (2020). Impact of COVID-19 on routine care for chronic diseases: A global survey of views from healthcare professionals. *Diabetes & Metabolic Syndrome*.
3. [PAHO – fight against COVID-19 pandemic must include chronic disease care.](#)

**Notes:**

- Meet on Zoom for seminar style café on Monday, October 19 at 9:30 AM
- Meet on Zoom for simulation on Thursday, October 22 at 9:30 AM
- Online learning post discussion question: “decision-makers should strive to consider the interests between the needs of COVID-19 patients and patients who need time-sensitive treatment for other diseases and conditions” (Ontario Health, 2020). Is there a process to maximize equitable access to services through regional coordination? If so, can you outline such process?

## Week 8 October 26 – October 29

We shift our focus this week to national level politics, examining closely the Federal government response to pandemics. We start by looking at the policy issue of stockpiling and then to vaccine procurement and regulation.

**Topic:** To stockpile or not!

**Simulation:** Federal cabinet meeting (1)

**Readings:**

1. [Government of Canada. Cabinet. Ottawa, Canada: Government of Canada; 2019.](#)
2. [Health Canada. Canada’s Health Care System. Ottawa, Canada: Health Canada; 2017.](#)
3. Kaliya-Perumal, A. K., Kharlukhi, J., & Omar, U. F. (2020). The second wave of COVID-19: time to think of strategic stockpiles. *Canadian Journal of Public Health*, 1-2.
4. [Government of Canada. National Emergency Strategic Stockpile.](#)
5. National Post. [Government officials say national stockpile not designed for pandemic: ‘we do not focus on PPE’](#). May 15, 2020.

**Notes:**

- Meet on Zoom for seminar style café on Monday, October 26 at 9:30 AM

- Meet on Zoom for simulation on Thursday, October 29 at 9:30 AM
- Online learning post discussion question: The federal health minister of Canada suggested that stockpiling for pandemics response was a provincial responsibility with more than two million N-95 masks destroyed last year because they were expired. The finger pointing between the federal and provincial government left many healthcare workers without access to proper protection to COVID-19. Who do you believe should be responsible to ensure that we have the necessary equipment to deal with a pandemic? Explain your reasons based on your understanding of the Canadian political structure.

### **Week 9 November 02 – November 05**

**Topic:** Vaccine demand and supply

**Simulation:** Federal cabinet meeting (2)

**Readings:**

1. Government of Canada. (2020). [Regulating vaccines for human use in Canada](#).
2. CBC news. (2020). [Health experts ask Ottawa to make a decision on funding domestic COVID-19 vaccine trial](#).

**Notes:**

- Meet on Zoom for seminar style café on Monday, November 02 at 9:30 AM
- Meet on Zoom for simulation on Thursday, November 05 at 9:30 AM
- Online learning post discussion question: How do the power dynamics between pharmaceutical companies, governments, and other actors play out in the development of new vaccines and treatments? Do you think that governments should rapidly make lifesaving new medicines and vaccines available to their populations in response to outbreaks? What are some of the advantages and disadvantages of rapidly producing treatments and vaccines to respond to pandemics?

### **Week 10 November 09 – November 12**

COVID-19 is challenging the World Health Organization to reconfigure their added value in this new world. With ensuring international public health at the heart of its mandate, WHO

**Topic:** Disease knows no borders

**Simulation:** World Health Assembly simulation (1)

**Readings:**

1. de Bengy Puyvallée, A., & Kittelsen, S. (2019). "Disease Knows No Borders": [Pandemics and the Politics of Global Health Security](#). In *Pandemics, Publics, and Politics* (pp. 59-73). Palgrave Pivot, Singapore.
2. Fidler, D. P. (2005). [From international sanitary conventions to global health security: the new International Health Regulations](#). *Chinese Journal of International Law*, 4(2), 325-392.

3. [Trump, D., \(2020\). WHO funding cuts.](#)
4. World Health Organization. (2012). *Intersectoral governance for health in all policies: structures, actions and experiences*. World Health Organization. Regional Office for Europe. Only read Chapter 2, particularly pages 23 – 29 – Identification of governance structures

**Notes:**

- Meet on Zoom for seminar style café on Monday, November 09 at 9:30 AM
- Meet on Zoom for simulation on Thursday, November 12 at 9:30 AM
- Online learning post discussion question: The International Health Regulations (IHR) is an international legal instrument to prevent and control the cross-border spread of infectious disease. “Under the IHR (2005) governments are accountable to both their publics and the global community in managing outbreak events and are obliged to develop a set of core public health capacities to be able to detect, assess and respond to infectious disease emergence” (de Bengy, 2019). To what extent is global cooperation required to ensure collective health security?

**Week 11 November 16 – November 19**

This week we explore the notion that to make all of us healthier depends on making each of us healthier. This entails ensuring that vaccines will be distributed according to a set of transparent, equitable and scientifically sound principles.

**Topic:** Global health management of pandemics

**Simulation:** World Health Assembly simulation (2)

**Readings:**

1. [WHO – More than 150 countries engaged in COVID-19 vaccine global access facility](#)
2. [Debate begins on who gets the coronavirus vaccine first](#)
3. [Video – Twitter – July 15, 2020 - Coronavirus vaccines](#)

**Notes:**

- Meet on Zoom for seminar style café on Monday, November 09 at 9:30 AM
- Meet on Zoom for simulation on Thursday, November 12 at 9:30 AM
- Online learning post discussion question: To what extent do you believe that the international community must guarantee equal global access to a covid-19 vaccine? Explain your reasons.

**Week 12 November 23 – November 26**

This week we explore the reasons behind global public health agreements not being on the top of every political decision agenda. When everything started to collapse, we realized that if we do not have public health agreements in place, trade and military become mute points of discussion. The time has come for new global partnerships that focus on solving challenges like COVID-19 pandemic instead of patchwork policies that clearly failed at addressing global health challenges.

**Topic:** The political rise of global health security

**Simulation:** United Nations General Assembly plenary (1)

**Readings:**

1. [United Nations. A practical guide to the United Nations General Assembly.](#)
2. Barrios JM, Hochberg Y. [Risk perception through the lens of politics in the time of the COVID-19 pandemic.](#) National Bureau of Economic Research; 2020. Report No.: 0898-2937.
3. Lee K, Fidler D. Avian and pandemic influenza: Progress and problems with global health governance. *Global Public Health*. 2007;2(3):215-34.
4. 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.

**Notes:**

- Meet on Zoom for seminar style café on Monday, November 23 at 9:30 AM
- Meet on Zoom for simulation on Thursday, November 26 at 9:30 AM
- Online learning post discussion question: While much of the world leaders struggle to keep up with the pace of change inflicted by the pandemic, what do you believe world leaders need to do to address the next health and humanitarian emergency? Can you put forward a checklist of three actionable strategies to help them in addressing the next pandemic?

**10Week 13 November 30 – December 03**

This week we wrap our course with lessons learned. We explore first the collective response to epidemics to ensure healthy lives for all by 2030 and second we attempt to push our thinking bigger and bolder on how to transform our systems so they are ready for the challenges ahead.

**Topic:** The political rise of global health security

**Simulation:** United Nations General Assembly plenary (2)

**Readings:**

1. [Global response to epidemics: will Ebola be our game changer?](#) Yong, E. (2020). How the pandemic will end. *The Atlantic*.
2. Harari, Y. N. (2020). The world after coronavirus. *Financial Times*, 20.
3. Wu, Z., & McGoogan, J. M. (2020). Characteristics of and important lessons from the coronavirus disease 2019 (COVID-19) outbreak in China: summary of a report of 72 314 cases from the Chinese Center for Disease Control and Prevention. *Jama*, 323(13), 1239-1242.

**Notes:**

- Meet on Zoom for seminar style café on Monday, November 30 at 9:30 AM
- Meet on Zoom for simulation on Thursday, December 03 at 9:30 AM



- Online learning post discussion question: What do you believe it will take for us to be better prepared for the next pandemic? Do we have the right tools ready to deploy before the next pandemic?

### **Week 14 December 07**

In our final class for the term, we look ahead on how our systems can be better prepared for the next pandemic.

**Topic:** Lessons learned and the way forward

#### **Readings:**

1. Yong, E. (2020). How the pandemic will end. *The Atlantic*.
2. Harari, Y. N. (2020). The world after coronavirus. *Financial Times*, 20.
3. Wu, Z., & McGoogan, J. M. (2020). Characteristics of and important lessons from the coronavirus disease 2019 (COVID-19) outbreak in China: summary of a report of 72 314 cases from the Chinese Center for Disease Control and Prevention. *Jama*, 323(13), 1239-1242.

#### **Notes:**

- Meet on Zoom for seminar style café on Monday, December 07 at 9:30 AM
- Group decision paper is due on Monday, December 07 at 9:30 AM on Avenue to Learn.

### **Course Policies**

#### **Submission of Assignments**

Please provide your full name on each assignment. Please note that an electronic copy of all your assignments must be uploaded directly onto Avenue to Learn.

All assignments should be typed using a standard 12-point font, single spaced, and standard 1 inch margins (2.54 cm). All written assignments require formal citations and a bibliography. All written assignments are to be submitted on Avenue to Learn at the specified time on their due date.

Style matters. Written assignments offer a good occasion to polish your academic writing, regardless of your stage of career or writing experience. Before submitting your written assignment, edit it thoroughly.

#### **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

<b>MARK</b>	<b>GRADE</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**

A late written assignment will be penalized by 5% (i.e., 5 marks out of 100) for each 24-hour period it is late. The first 24-hour period begins at the start of the class in which it is due. Assignments more than three days late will receive a grade of zero.

Please note that you must immediately follow up with the instructor regarding the nature of any relief for missed academic work. Failure to follow-up with the instructor immediately may negate the opportunity for relief.

### **Absences, Missed Work, Illness**

McMaster Student Absence Form (MSAF): In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar “Requests for Relief for Missed Academic Term Work”.

### **Courses with an On-Line Element**

Some courses may use on-line elements (e.g. e-mail, Avenue to Learn (A2L), LearnLink, web pages, capa, Moodle, ThinkingCap, etc.). Students should be aware that, when they access the electronic components of a course using these elements, private information such as first and last names, user names 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 a course that uses on-line elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

### **Online Proctoring**

Some courses may use online proctoring software for tests and exams. This software may require students to turn on their video camera, present identification, monitor and record their computer activities, and/or lock/restrict their browser or other applications/software during tests or exams. This software may be required to be installed before the test/exam begins.

### **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).

### **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.

### **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.

### **Academic Integrity Statement**

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](#), 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.

### **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.

### **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.

### **Course Modification**

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of 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.

### **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.