

**POLITICS OF PANDEMICS
Summer 2021**

Instructor: Ahmad Firas Khalid
Email: kkkhalida@mcmaster.ca
Lecture: Monday and Wednesdays
2:30 PM – 5:30 PM
Room: Virtual classroom

Office: Zoom
Office Hours: by appointment on Zoom

Contents

Course Description	3
Course Objectives	3
Required Materials and Texts	4
Class Format	4
Course Evaluation – Overview.....	4
Course Evaluation – Details.....	4
Online active participation (10%), ongoing	4
Group topic statement & annotated bibliography for the decision note (10%, Due July 05 at 5:30 pm).....	5
Group decision note – (30%, due August 04 at 2:30 pm)	6
Participation in and preparation for simulation (20%), ongoing.....	6
Post simulation quizzes – (30%, due after each week’s simulation).....	7
Weekly Course Schedule and Required Readings	7
Week 1 June 21 2021	7
Week 1 June 23 2021	8
Week 2 June 28 2021	8
Week 2 June 30 2021	9
Week 3 July 5 2021	10
Week 3 July 7 2021	10
Week 4 July 12 2021	11
Week 4 July 14 2021	11
Week 5 July 19 2021	12
Week 5 July 21 2021	12
Week 6 July 26 2021	13
Week 6 July 28 2021	14
Week 7 August 02 2021	14
Week 7 August 04 2021	14
Course Policies.....	15

Submission of Assignments	15
Grades.....	16
Late Assignments	16
Absences, Missed Work, Illness.....	16
Courses with an On-Line Element	16
Online Proctoring	17
Authenticity / Plagiarism Detection.....	17
Copyright and Recording.....	17
Academic Accommodation for Religious, Indigenous or Spiritual Observances (RISO)	17
Academic Integrity Statement	17
Conduct Expectations.....	18
Academic Accommodation of Students with Disabilities	18
Faculty of Social Sciences E-mail Communication Policy.....	18
Course Modification	18
Extreme Circumstances.....	19

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.

The course combines news coverage with political and interdisciplinary analysis and uses examples – past and present – from around the world. We will compare COVID-19 to other pandemics, including the Black Plague, cholera, the Spanish Flu of 1918, Ebola, SARS, and HIV/AIDS, to understand how pandemics shape politics, markets, societies, culture, and the arts. Studying pandemic politics allows us to tackle big questions of political science in a new light. What institutions are better equipped for handling global public health emergencies? Do liberal democracies perform better than dictatorships? Does globalization provide a fruitful framework?

We will also talk about the future. What will our world look like after COVID-19? Will the disease lead to a retreat into isolationism and nationalism, or will it deepen international cooperation, interdependence, and globalization? Will it lead to democratic backsliding, or will it foster an era of renewed civic engagement, activism, and participation?

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.

Mondays – group deliverable workshops - dedicated time to prepare for simulations and work on groups assignments

Wednesdays – simulation days and lecture

Course Evaluation – Overview

Component	Due Date	Percentage
Online active participation	Ongoing	10%
Group topic statement for the decision note	July 05	10%
Group's decision note	August 04	30%
Participation in and preparation for simulation	Ongoing	20%
Post simulation quizzes	Ongoing	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 2:30 pm. There are a total of 10 online discussion posts for this course, each worth 1% of your final grade. No late submission accommodations will be provided for online learning posts.

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 a significant contribution (not to exceed 200 words each – references not included in the

word count) 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.

Group topic statement & annotated bibliography for the decision note (10%, Due July 05 at 5:30 pm)

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, you must partner with 5 other students and:

- 1) Provide me with one short paragraph on the possible political policy problem in relation to pandemics in a jurisdiction of your choice (city/community level, 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;
- 2) Provide an annotated bibliography of at least five sources all in one page. One page limit is meant to encourage you to critically consider the sources you want to include and your ability to write succinctly about a policy problem.

An example of the types of political questions that your decision note can put forward policy solutions to address include:

1. Will the disease lead to a retreat into isolationism and nationalism, or will it deepen international cooperation, interdependence, and globalization? Will it lead to democratic backsliding, or will it foster an era of renewed civic engagement, activism, and participation?
2. What does the Coronavirus pandemic show us about who we are? What can we learn from it?
3. How does COVID-19 intersect with other challenges, such as poverty, environmental change, inequality, migration, terrorism, and technological shift?
4. What institutions are better equipped for handling global public health emergencies?
5. Do liberal democracies perform better than dictatorships? Does globalization provide a fruitful framework?
6. How does a virus become a security threat, and what does biosecurity entail? Can a pathogen undermine liberal democratic order? What and whom are we willing to sacrifice in our efforts to fight the pandemic?

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 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.

Group decision note – (30%, due August 04 at 2:30 pm)

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)

In the same group you worked with for the topic statement assignment, you will now work on completing the decision note. 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.

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 political problem. It should include appropriate citations to a variety of academic and non-academic sources. I suggest aiming for 9-12 quality citations. An example of a decision note that you can use as guidance is provided on Avenue to Learn.

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 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.

Participation in and preparation for simulation (20%), ongoing

Our first simulation for the course starts on Wednesday, June 30 at 2:30 pm. 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 Wednesday at 2:30 pm on Zoom. Simulations are meant to run for a maximum of 90 minutes. Simulations can end earlier than 90 minutes (e.g., 60 minutes long simulation). The remaining class time will be devoted for debrief and lecture remarks.

Students will work with their groups on Monday during class time (group deliverable workshop) to arrive at a topic for the simulation and to prepare accordingly. Students are expected to attend every Monday group workshop sessions. At Monday's workshops, 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). Short case study on current events that put students in the shoes of policymakers facing a pressing issue in international relations can be found here: <https://modeldiplomacy.cfr.org/the-pandemic-and-beyond>. Use the case study examples found on this website to guide your identification of a topic for your simulation.

Groups must submit on Avenue to Learn by the Tuesday at 5:00 PM of their assigned simulation week the following handout:

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

Students' participation and preparation for each simulation will be evaluated according to a structured rubric (*available on Avenue to learn*).

Post simulation quizzes – (30%, 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 and the lecture remarks and readings for the week. 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 questions will be posted on Avenue to Learn in the respective simulation folder each Friday by 5 pm. Quiz answers must be completed by Monday at 2:30 pm. There will be a total of 5 post-simulation quizzes for a total of 30% of student final grade. Each post-simulation quiz is worth 6 percent of the total 30% allocated for this grading item.

Weekly Course Schedule and Required Readings

Week 1 June 21 2021

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 Monday, June 21 at 2:30 pm;
- 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 1 June 23 2021

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 Wednesday, June 23 at 2:30 pm;
- Online learning post questions (1) due Wednesday, June 23 at 2:30 pm: 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?

Week 2 June 28 2021

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:

- Group deliverables workshop – meet on Zoom on Monday at 2:30 pm to work with your group on your assigned simulation and group assignments;
- Online learning post discussion question (2) due Monday at 2:30 pm: 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 2 June 30 2021

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 (1): Local health meeting

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 simulation on Wednesday, June 30 at 2:30 pm;
- Online learning post discussion question (3) due Wednesday, June 30 at 2:30 pm: 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? Why and why not?

Week 3 July 5 2021

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

Topic: Local before global

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:

- Group deliverables workshop – meet on Zoom on Monday at 2:30 pm to work with your group on your assigned simulation and group assignments;
- Deadline – topic statement paper due on Avenue to Learn on Monday, July 5 at 5:30 pm;
- Quiz answers must be completed by Monday at 2:30 pm;
- Online learning post discussion question (4) due Monday at 2:30 pm: “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 3 July 7 2021

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 (2): Provincial cabinet meeting

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 simulation on Wednesday, July 07 at 2:30 pm;

- Online learning post discussion question (5) due Wednesday, July 07 at 2:30 pm: 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 4 July 12 2021

Topic: Pandemics vs. chronic disease

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:

- Group deliverables workshop – meet on Zoom on Monday at 2:30 pm to work with your group on your assigned simulation and group assignments;
- Quiz answers must be completed by Monday at 2:30 pm;
- Online learning post discussion question (6) due Monday at 2:30 pm: “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 4 July 14 2021

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 (3): Federal cabinet meeting

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 simulation on Wednesday, July 14 at 2:30 pm;
- Online learning post discussion question (7) due July 14 at 2:30 pm: 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 5 July 19 2021

Topic: Vaccine demand and supply

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:

- Group deliverables workshop – meet on Zoom on Monday at 2:30 pm to work with your group on your assigned simulation and group assignments;
- Quiz answers must be completed by Monday at 2:30 pm;
- Online learning post discussion question (8) due Monday at 2:30 pm: 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 5 July 21 2021

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 (4): World Health Assembly simulation

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 simulation on Wednesday, July 21 at 2:30 pm;
- Online learning post discussion question (9) due Wednesday, July 21 at 2:30 pm: 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 6 July 26 2021

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

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:

- Group deliverables workshop – meet on Zoom on Monday at 2:30 pm to work with your group on your assigned simulation and group assignments;
- Quiz answers must be completed by Monday at 2:30 pm;
- Online learning post discussion question (10) due Monday at 2:30 pm: To what extent do you believe that the international community must guarantee equal global access to a covid-19 vaccine? Explain your reasons. 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?

Week 6 July 28 2021

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 (5): United Nations General Assembly plenary

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 simulation on Wednesday, July 28 at 2:30 pm.

Week 7 August 02 2021

Notes:

- Civic holiday: No classes
- Quiz answers must be completed by Monday at 2:30 pm;

Week 7 August 04 2021

Pandemics develop non-randomly because pathogens exploit vulnerabilities in political systems, markets, and societies. As a result, pandemics hold up a mirror in which polities and societies can see their true face. What does the Coronavirus pandemic show us about who we are? What can we learn from it? How does COVID-19 intersect with other challenges, such as poverty, environmental change, inequality, migration, terrorism, and technological shift? 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. In our final class for the term, we look ahead on how our systems can be better prepared for the next pandemic.

Topic: The political rise of global health security and lessons learned

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 Wednesday, August 04 at 2:30 pm;
- Group decision paper is due on August 04 at 2:30 pm 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. Cover pages are not required.

Questions about Course Logistics and Course Content:

Please post questions in the Q&A forum in Avenue to Learn so that all students have access to your question and my answer. I will post answers to questions within 48 hours (Monday to Friday only). Please ensure that you do not wait until the last minute (i.e. day before a deadline) to ask a question.

Emailing the Instructor:

I will reply to your emails within 48 hours (Monday to Friday only). Please ensure that you do not wait until the last minute (i.e. day before a deadline) to ask a question.

Meeting with the Instructor:

Please email me to schedule a zoom meeting. Emails to schedule a meeting must be sent at least 48 hours prior to the requested meeting date. A clear outline of what you would like to discuss during the meeting must be included in your email.

Lecture delivery and lecture recordings:

Please be advised that as course director, I am not the IT support for Avenue to Learn or Zoom or functionality issues. If you have any questions about Avenue to Learn or Zoom functionality, please reach out to IT support.

Grades

Grades will be based on the McMaster University grading scale:

MARK	GRADE
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

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.

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 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.