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Diplomacy Syllabi

School of Diplomacy and International  
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Spring 2022

## **Global Health Governance**

Yanzhong Huang Ph.D.

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# Global Health Governance

DIPL 6276

Spring 2022

## Instructor Information

Instructor: Prof. Yanzhong Huang

Office: Room 103, McQuaid Hall

Office Hours (virtual office hours via Zoom): Tuesdays 1:30-3:00pm

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## Course Description

“The present global health crisis is not primarily one of disease, but of governance...” *Ilona Kickbusch*

Public health challenges – pandemic flu, HIV & AIDS, COVID-19, obesity, neglected diseases, tobacco use, environmental degradation, and underperforming health systems – increasingly shape and are shaped by the political, economic, and social aspects of globalization. Meanwhile, international rules that fall outside the traditional health sphere – such as those governing intellectual property, agriculture, human migration, and greenhouse gas emissions – can have profound impacts on human health. While strong national health systems are critical for meeting population needs, the effects of and capacities to respond to a particular health threat often lie outside the control of any one nation state and outside the health sector. Translating lofty development goals into significant improvement in health outcomes depends on effective global health governance, which could be defined as the “use of formal and informal institutions, rules, and processes by states, intergovernmental organizations, and nonstate actors to deal with challenges to health that require crossborder collective action.”

This course will examine the concepts, approaches and institutions of global health governance as well as the governance challenges of global health. It will address the following questions: What is the current institutional architecture of actors engaged in global health? How suitable are existing institutions for responding to the 21<sup>st</sup> century global health challenges? Which tools and mechanisms have succeeded or failed to govern trans-border health threats, and why? To what extent are the international relations theories relevant in accounting for the dynamics in global health governance? Where are the major governance gaps?

## Course Learning Objectives (CLOs)

At the end of this course, students will be able to be equipped with the knowledge and skills needed to:

CLO 1: Identify major global health challenges

CLO 2: Diagnose main governance gaps in the current system

CLO 3: Critically examine a wide range of actors, approaches, institutions for shaping global health governance processes

CLO 4: Examine, assess and design interventions for improved governance

CLO 5: Develop the skills and capabilities to analyze complex situations and synthesize information, and to communicate effectively using oral and written forms

## Course Materials

- Lawrence Gostin, *Global Health Law*, (Cambridge, MA: Harvard University Press, 2014)
- Sophie Harman, *Global Health Governance*, (New York: Routledge, 2012)
- Kelley Lee, *The World Health Organization*, (New York, Routledge, 2008)

Other Course Materials (including journal articles and readings) will be listed in “Instructional Materials” folder within the modules.

## Prerequisite Information

This course has no specific academic prerequisites.

Technology prerequisites:

- Using main features of Blackboard
- Posting in the Blackboard discussion forums
- Checking SHU email (sending/receiving)
- Word processing (creating and saving documents in .doc or .docx format)
- File management
- Conducting research using the internet or SHU Library databases

Please note that **this is a fully online course**.

## Expectations

Students are expected to:

- Using main features of Blackboard
- Posting in the Blackboard discussion forums
- Checking SHU email (sending/receiving)
- Word processing (creating and saving documents in .doc or .docx format)
- File management
- Conducting research using the internet or SHU Library databases.

The instructor will:

- Respond to discussion boards postings when appropriate
- Respond to emails/messages within 24-48 hours
- Grade assignments within 7-14 days of the assignment deadline

## Discussion Forums

### Expectations and requirements

- The approximate length of original posting is 100-150 words (10-15 lines. **No more than 150 words**).
- Each student is expected to post or respond to a forum **at least twice** (one original posting + one reply).
- Available dates: check each module under "Assignments".
- Criteria for evaluating the originality and quality of students' comments and grade credit expected (see Discussion Board Rubric in "Rubrics" folder in the course).
- The instructor will read the posts, interject when needed, but may not respond to every post.

## Assignments/Activities

### Module 1

- Introduce Yourself Discussion Board
  - Due 1/21/2022
  - Post to Blackboard Discussion Board Forum
  - Use DB Rubric
- Discussion Board 1: After the end of the Cold War, democracy became the fundamental principles of global governance. Governance policies have been both legitimized and contested in terms of democratic principles of participation, equality, and accountability. To what extent has the Covid-19 pandemic challenged democracy as a fundamental principle of global health governance?
  - Initial post due 1/25; Response to peers due 1/28
  - Post to Blackboard Discussion Board Forum
  - Use DB Rubric

### Module 2

- Discussion Board 2: During the COVID pandemic, the WHO, CEPI and Gavi convened the COVAX vaccines pillar to speed up the search for an effective vaccine for all countries and ensure global equitable access to COVID-19 vaccines. Does the COVAX vaccine pillar illustrate the application of a biomedical model in global health governance?
  - Initial post due 2/8, Response to peers due 2/11
  - Post to Blackboard Discussion Board Forum
  - Use DB Rubric

### Module 3

- Discussion Board 3: Has the WHO done a good job in responding to the Covid-19 pandemic? In light of its role in the pandemic, what are the most crucial reforms do you think the organization should undertake?
  - Initial post due 2/22, Response to peers due 2/25
  - Post to Blackboard Discussion Board Forum
  - Use DB Rubric

### Module 4

- Discussion Board 4: Should IHR (2005) be revised given its failure to stop Covid-19 from evolving into a pandemic, or should the negotiation of a pandemic treaty (as suggested by the [report](#) issued by the Independent Panel on Pandemic Preparedness and Response in May 2021) be given a higher priority?
  - Initial post due 3/15; Response to peers due 3/18
  - Post to Blackboard Discussion Board Forum
  - Use DB Rubric

### Module 5

- Work on policy memo

### Module 6

- Work on policy memo

### Module 7

- Policy Memorandum Assignment
  - Due 4/8
  - Submit within Blackboard as a Word document
  - Use Policy Memorandum Assignment Rubric

### Module 8

- No assignments

### Module 9

- Oral Presentation Assignment
  - Due 4/27
  - Submit with Blackboard as video file
  - Use Oral Presentation Assignment Rubric

### Module 10

- Discussion Board 5: Can/Should the international society hold China accountable for the Covid pandemic?
  - Initial post due 5/6; Response to peers due 5/10
  - Post to Blackboard Discussion Board Forum
  - Use DB Rubric

- Take-home Final
  - Distributed 5/10; Due 5/17
  - Submit within Blackboard as Word document

## Grading Policies

Discussion Forums: 25% (5@5% each)

Policy Memorandum: 20%

One Oral Presentation based on the policy memo: 20%

Take-home Final Exam: 35%

### Late Assignments Policy

All assignments and exams should/must be completed by the scheduled time. If for some substantial reason you are unable to turn in your assignment/exam in time you must/should contact the instructor *directly* prior to the due date to avoid the penalty for late work.

### Policy on Incompletes

Incompletes will be given only in exceptional cases for emergencies. Students wishing to request a grade of Incomplete must provide documentation to support the request accompanied by a Course Adjustment Form (available from the Diplomacy Main Office) to the professor *before* the date of the final examination. If the incomplete request is approved, the professor reserves the right to specify the new submission date for all missing coursework. Students who fail to submit the missing course work within this time period will receive a failing grade for all missing coursework and a final grade based on all coursework assigned. Any Incomplete not resolved within one calendar year of receiving the Incomplete or by the time of graduation (whichever comes first) automatically becomes an "FI" (which is equivalent to an F). It is the responsibility of the student to make sure they have completed all course requirements within the timeframe allotted. Please be aware that Incompletes on your transcript will impact financial aid and academic standing.

### COVID Ground Rules

We're in a global pandemic. These are scary times. If you tell me you are struggling, I am not going to judge you or think less of you. You **do not owe me** personal information about your health (mental or physical) or living circumstances (and, for your sake as well as mine, I would prefer if you not get into specifics). If you need more time on an assignment, **JUST ASK**. There are LOTS of campus resources (both virtual and in-person) available; use them. So, let's agree on some ground rules: I will try my best and you will try your best. I will cut you some slack, provided you communicate with me about your constraints. And I expect you to cut me some slack, too.

### Citation Formats

Papers should utilize one of the Chicago Manual of Style citation formats: Author-Date or Notes and Bibliography. The guidelines for these formats are on the course Blackboard page.

**Extra credit Policy**

Students who submit all of the assignments on time will receive one full extra credit point to their total final grade.

**Grade scale**

Letter Grade	Score	Letter Grade	Score
A	94% - 100%	C+	77% - 79%
A-	90% - 94%	C	73% - 76%
B+	87% - 89%	C-	70% - 72%
B	83% - 86%	D+	67% - 69%
B-	80% - 82%	D	60% - 66%
F	< 60%	F	< 60%

Table 1: Grade Scale

**Course Plan**

**DIPL 6276 Course Alignment Matrix**

Course Learning Objectives (CLOs):

**CLO 1: Identify major global health challenges;**

**CLO 2: Diagnose main governance gaps in the current system;**

**CLO 3: Critically examine a wide range of actors, approaches, institutions that are shaping global governance processes;**

**CLO 4: Examine, assess and design interventions for improved global health governance;**

**CLO 5: Develop the skills and capabilities to analyze complex situations and synthesize information, and to communicate effectively using oral and written forms.**

Module	Module/Week Learning Objectives (MLOs)	Readings and Instructional Materials	Assessments
Module 1: Introduction to global health governance 1/19-1/28	MLO 1.1: Explain what global governance is (CLO5)  MLO 1.2: Describe how the landscape of global governance has changed as a result of globalization and the evolving international system (CLO3)	Keohane & Nye, "Governance in a Globalizing World," (MLO 1.1, MLO 1.2)  Gostin, <i>Global Health Law</i> , Chp 2 (CLO 1)	Introduce Yourself! DB (MLO 1.5)  Discussion Board 1: To what extent has the Covid-19 pandemic challenged democracy as a

Module	Module/Week Learning Objectives (MLOs)	Readings and Instructional Materials	Assessments
	<p>MLO 1.3: Explain the concepts of global health and global health governance (CLO5)</p> <p>MLO 1.4: Identify the different meanings of global health governance (CLO5)</p> <p>MLO 1.5: Articulate personal expectations &amp; goals for taking this course (CLO5)</p>	<p>Dodgson, Lee, Drager, "Global Health Governance" (MLO 1.3, 1.4)</p> <p>Kickbusch &amp; Szabo, "A New Governance Space for Health" (MLO 1.4)</p>	<p>fundamental principle of global health governance? (COLO2; MLO1.2)</p>
<p>Module 2: Global Health Governance: Approaches and Actors 1/31-2/11</p>	<p>MLO 2.1: Identify the main actors involved in GHG (CLO3)</p> <p>MLO 2.2: Explain these actors' main missions/roles in GHG (CLO3)</p> <p>MLO 2.3: Identify main approaches to GHG, including biomedical model, securitism, human rights, global health as a public good, and biopolitics (CLO3)</p> <p>MLO 2.4: Use examples to illustrate the application of these approaches in GHG (CLO3)</p>	<p>Harman, <i>Global Health Governance</i>, Chp 1, 2, 3 (CLO 3, MLO 2.1, MLO 2.3)</p> <p>Gostin, <i>Global Health Law</i>, Chp 5 (CLO 3, MLO 2.1, MLO 2.2)</p>	<p>Discussion Board 2: Does the COVAX vaccine pillar illustrate the application of a biomedical model in global health governance? (MLO 2.3, CLO3, CLO4)</p>
<p>Module 3: The World Health Organization 2/14-2/25</p>	<p>MLO 3.1: Describe the mandate, structure and functions of the WHO (CLO3)</p> <p>MLO 3.2: Describe the historical role the WHO has played in global health governance (CLO3)</p> <p>MLO 3.3: Explain the difference between horizontal approach, vertical approach and diagonal approach, and drawbacks of each (CLO3)</p> <p>MLO 3.4: Critically analyze the major challenges WHO faces in assuming global leadership, in terms of funding, internal management, and global governance (CLO1, CLO2, CLO3)</p>	<p>Lee, <i>The World Health Organization, entire</i> (CLO 2, CLO 3, MLO 3.1, MLO 3.2, MLO 3.3)</p> <p>Gostin, <i>Global Health Law</i>, Chp 4 (CLO 2, CLO 3, MLO 3.1, MLO 3.2, MLO 3.4)</p> <p>Gostin, "<a href="#">COVID-19 Reveals Urgent Need to Strengthen the World Health Organization</a>," <i>The JAMA Forum</i>, June 16, 2020 (CLO2,</p>	<p>Discussion Board 3: Has the WHO done a good job in responding to the Covid-19 pandemic? In light of its pandemic response, what are the most crucial reforms do you think the organization should undertake? (MLO 3.4, CLO 4)</p>



Module	Module/Week Learning Objectives (MLOs)	Readings and Instructional Materials	Assessments
		CLO3, CLO4, MLO3.4)	
Module 4: Global Governance of Public Health Emergencies of International Concern (PHEIC) 2/28-3/18	<p>MLO 4.1: Explain what PHEIC and IHR are (CLO1, CLO3)</p> <p>MLO 4.2: Describe the evolution of the global governance approach to infectious diseases (CLO3)</p> <p>MLO 4.3: Identify the governance gap in handling PHEIC (CLO2)</p> <p>MLO 4.4: Critically examine the significance and limits of the revised IHR (CLO2, CLO3)</p>	<p>Gostin, <i>Global Health Law</i>, Chp 6 and 12 (CLO 1, CLO 3, MLO 4.1)</p> <p>International Health Regulations (2005) Third Edition</p> <p>Fidler, "From International Sanitary Conventions to Global Health Security: The New International Health Regulations" (CLO 3, MLO 4.2, MLO 4.4)</p> <p><i>Improving Pandemic Preparedness: Lessons From COVID-19</i> (MLO 4.3, CLO2)</p> <p>Ronald Labonte et al., "<u>A pandemic treaty, revised international health regulations, or both?</u>" <i>Globalization and Health</i> 17, no. 128 (2021) (MLO4.4, CLO4)</p>	<p>Discussion Board 4: Should IHR (2005) be revised in light of its failure to stop Covid-19 from evolving into a pandemic, or should the negotiation of a pandemic treaty (as suggested by the <a href="#">report</a> issued by the <b>Independent Panel on Pandemic Preparedness and Response in May 2021</b>) be given a higher priority? (MLO4.3, MLO4.4, CLO2, CLO4)</p>
Module 5: Global Governance of AIDS 3/21-3/25	<p>MLO 5.1: Explain the challenges HIV poses to effective governance (CLO1)</p> <p>MLO 5.2: Describe the evolving global response to the AIDS pandemic (CLO3)</p>	<p>Harman, <i>Global Health Governance</i>, Chp 4 (MLO 5.2, MLO 5.3)</p>	<p>Check out policy memo guidelines</p>

Module	Module/Week Learning Objectives (MLOs)	Readings and Instructional Materials	Assessments
	<p>MLO 5.3: Identify various governance approaches involved in tackling the AIDS pandemic (CLO3)</p> <p>MLO 5.4: Explain what the Geneva Consensus is (CLO3)</p> <p>MLO 5.5: Describe the current progress and future of AIDS governance (CLO2, CLO4)</p> <p>MLO 5.6: Identify and explain any potential “spill-over” effects of HIV prevention and control (CLO2, CLO4)</p>	<p>Gostin, <i>Global Health Law</i>, Chp 10 (CLO 3, MLO 5.1, MLO 5.2)</p> <p>Liberman, “Globalization and Global Governance of AIDS: The Geneva Consensus” (CLO 3, MLO 5.2, MLO 5.4)</p> <p>Sidibe, Tanaka, Buse, “People, Passion and Politics: Looking Back and Moving Forward in the Governance of the AIDS Response” (CLO 4, MLO 5.5)</p> <p>Bekker, Ratevosian, Spencer, Piot, Beyrer, “Governance for Health: the HIV response and General Global Health” (MLO 5.5)</p>	
<p>Module 6: Global Governance of Non-communicable Diseases 3/28-4/1</p>	<p>MLO 6.1: Identify main NCDs and their risk factors as a challenge that require global collective action (CLO1)</p> <p>MLO 6.2: Describe the existing governance structure for NCDs, including key actors, interests and institutions (CLO3)</p> <p>MLO 6.3: describe the processes of global health diplomacy for NCDs (CLO2, CLO4)</p>	<p>Gostin, <i>Global Health Law</i>, Chp 7 and 13 (CLO 1, CLO 2, CLO 3, MLO 6.1, MLO 6.2)</p> <p>Afshari et al. “Global Health diplomacy for noncommunicable diseases prevention and control: a systematic review” (CLO1, CLO2, CLO 3, CLO4, MLO 6.2, MLO6.3,)</p>	<p>Work on policy memo</p>

Module	Module/Week Learning Objectives (MLOs)	Readings and Instructional Materials	Assessments
Module 7: Health, Justice, and Human Rights 4/4-4/8	<p>MLO 7.1: Describe the rights-based approach to GHG (CLO3)</p> <p>MLO 7.2: Explain the differences between human rights approach and other GHG approaches (CLO5)</p> <p>MLO 7.3: Describe how the rights to health are implemented at the international level (CLO2)</p> <p>MLO 7.4: Describe the pros and cons of the rights-based approach (CLO3)</p>	<p>Gostin, <i>Global Health Law</i>, Chp 1 and 8 (CLO3, MLO 7.1, MLO 7.2, MLO 7.3, MLO 7.4)</p> <p>Mason, Meier, Huffstetler, Gostin, "Human Rights in Global Health Governance," (CLO 3, MLO 7.3)</p>	Policy Memorandum Assignment due 4/8
Module 8: Challenges to GHG: Sovereignty 4/11-4/20	<p>MLO 8.1: Identify the main challenges sovereignty poses to GHG (CLO1)</p> <p>MLO 8.2: Describe how the evolving international system and institutional changes have mitigated some of the concerns but sustained others (CLO3)</p> <p>MLO 8.3: Propose solutions to address the sustained sovereignty challenges to GHG (CLO4)</p>	<p>Frenk, Moon, "Governance Challenges in Global Health" (CLO 1, CLO 2, CLO 4)</p> <p>Fidler, "Architecture Amidst Anarchy: Global Health's Quest for Governance" (CLO 2, CLO 3, MLO 8.1, MLO 8.2, MLO 8.3)</p> <p>Halabi, Sam and Santos Rutschman, Ana, "Viral Sovereignty, Vaccine Diplomacy, and Vaccine Nationalism" (CLO 2, CLO 3, MLO 8.2, MLO 8.3)</p>	Oral Presentation Assignment
Module 9: Challenges to GHG: Sectoral 4/21-4/27	<p>MLO 9.1: Explain the theory of regime complexity (CLO5)</p>	<p>Alter and Meunier, "The Politics of International Regime"</p>	Oral Presentation due 4/27

Module	Module/Week Learning Objectives (MLOs)	Readings and Instructional Materials	Assessments
	<p>MLO 9.2: Use the theory of regime complexity to explain how sectoral challenges affect GHG in terms of the problems, players, processes, and principles (CLO5)</p> <p>MLO 9.3: Explain how practices and norms in global trade regimes may affect global health governance (CLO2)</p> <p>MLO 9.4: Use the theory of regime complexity to propose solutions to improve global health governance (CLO4)</p>	<p>Complexity" (MLO 9.1)</p> <p>Fidler, "The Challenges of Global Health Governance" (CLO 1, CLO 2, CLO 3, MLO 9.2)</p> <p>Gostin, <i>Global Health Law</i>, Chp 9 (CLO 3, MLO 9.3)</p>	
<p>Module 10: Challenges to GHG: Accountability 4/28-5/10</p>	<p>MLO 10.1: Explain what accountability is, and its limits when applied to the international level (CLO5)</p> <p>MLO 10.2: Identify some main mechanisms of accountability in world politics (CLO2)</p> <p>MLO 10.3: Describe how various global health actors face the accountability deficit problem (CLO2)</p> <p>MLO 10.4: Use examples to discuss how global health actors can improve accountability (CLO4)</p>	<p>Grant and Keohane, "Accountability and Abuses of Power in World Politics" (MLO 10.1, MLO 10.2)</p> <p>Collins, Coates, Szekeres, "Accountability in the Global Response to HIV" (CLO 4, MLO 10.2, MLO 10.3, MLO 10.4)</p> <p>Huang, <i>The COVID-19 Pandemic and China's Global Health Leadership</i> (CLO2, CLO4, MLO10.3, MLO10.4)</p>	<p>Discussion board 5: Do you believe China should be held accountable for the Covid pandemic? (MLO 10.1, 10.2, 10.4, CLO2)</p>
5/10-5/17			<p>Take-home Final questions distributed 5/10; due 5/17</p>

MLO = Module (Week) Learning Objective  
CLO = Course Learning Objective

## Technology Service Desk

The first point of contact for any technology related question or problem is Seton Hall University's Technology Service Desk. Contact the Technology Service Desk by phone by calling (973) 275-2222 or via e-mail at [servicedesk@shu.edu](mailto:servicedesk@shu.edu)

The Technology Service Desk is staffed by IT professionals Monday through Friday from 8 a.m. through 11 p.m. The Technology Service Desk provides phone support for most University applications, including the Blackboard Learning Management System, Microsoft Windows, and the Microsoft Office suite.

For more tips and technical information, go to [Seton Hall's Technology Blog](#).

## CAPS

As part of our commitment to the health and well-being of all students, Seton Hall University's Counseling and Psychological Services (CAPS) offers initial assessments, counseling, crisis intervention, consultation, and referral services to the SHU community. The CAPS office is located on the second floor of Mooney Hall, room 27. Appointments can be made in-person or by calling 973-761-9500 during regular business hours, Monday-Friday, 8:45 a.m. - 4:45 p.m. In case of a psychological emergency, call CAPS (973-761-9500) at any time to speak to a crisis counselor. For more information, please visit: <https://www.shu.edu/counseling-psychologicalservices/index.cfm>

## Statement on Students with Disabilities

It is the policy and practice of Seton Hall University to promote inclusive learning environments. If you have a documented disability you may be eligible for reasonable accommodations in compliance with University policy, the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, and/or the New Jersey Law against Discrimination. Please note, students are not permitted to negotiate accommodations directly with professors. To request accommodations or assistance, please self-identify with the Office for Disability Support Services (DSS), Duffy Hall, Room 67 at the beginning of the semester. For more information or to register for services, contact DSS at (973) 313-6003 or by e-mail at [DSS@shu.edu](mailto:DSS@shu.edu).

## Academic Integrity & Dishonesty

Plagiarism and other forms of academic dishonesty will be reported to the administration, and may result in a lowered or failing grade for the course and up to possible dismissal from the School of Diplomacy. See University and School standards for academic conduct here: <https://www.shu.edu/student-life/upload/Student-Code-of-Conduct.pdf> and <http://www.shu.edu/academics/diplomacy/academic-conduct.cfm>. Resources for academic integrity are on the course Blackboard page.