

**INTR 8018: Special Topics in International Relations: Global Health  
Semester I, 2016**

**Meeting Times**

Tuesday, 11:00am-1:00pm, Hedley Bull Lecture Theatre 2

**Contact Information**

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**Description**

What happens when one guy comes down with some sort of pneumonia at a hotel in Hong Kong? Under most circumstances, not much of anything. Under the right circumstances, though, this single event leads to the worldwide outbreak of SARS. When this sort of occurrence happens, no state can act on its own. The transnational spread of disease and illness necessitates international cooperation—but that can be difficult to achieve. How and under what circumstances does the international community come together to address transnational health issues? What role should national governments, intergovernmental organizations, nongovernmental organizations, and the private sector play? Who should pay for such activities? How have states responded to health threats throughout history? These are the questions that will guide us over the course of the semester. We will draw on a wide variety of disciplines, including political science (obviously), history, public health, economics, anthropology, and others, to try and disentangle the relationships between health, politics, and the international community. The course does not assume any prior knowledge of public health or epidemiology.

**Learning Outcomes**

By the end of the semester, students will be able to:

- Demonstrate a keen understanding of the intersections between health and international relations both historically and in the contemporary era;
- Appreciate the debates over how best to conceptualize this relationship and see how different analytical frames have been used at different times and for different health issues;
- Describe the various actors involved in global health governance and how those actors have evolved over time;
- Communicate their understanding of these themes through participation in class and various assessment exercises.

**Schedule**

<b>Date</b>	<b>Topic</b>	<b>Notes/Themes</b>
16 February	Introduction: A Framework for Global Health Politics	How do we conceptualize the connection between global health and international

		relations?
23 February	Responding to Novel Threats	What sort of preparations do we make for future threats? Are those preparations helpful?
1 March	History and Domestic Responses/State Capacity	How has disease mattered politically in the past? What determines a state's ability to respond?
8 March	Global Health Governance and Funding	What sorts of institutions are in place? How much money goes toward global health, and what are its sources?
15 March	<b>NO CLASS—International Studies Association Conference</b>	
22 March	World Health Organization	How does WHO operate? Is it the leader of the global response to disease threats? Should it be?
29 March	International Health Regulations	What sorts of surveillance systems operate to keep an eye on disease outbreaks?
19 April	Health Diplomacy	Can sovereign states cooperate on global health matters? Does such cooperation impinge too much on sovereignty?
26 April	Securitization	What does it mean to describe health as an issue of national and international security? Is it a helpful framework?
3 May	Health and Human Rights	Does a human rights framework have an effect on how the international community responds to health issues?
10 May	Ebola	What does the 2013-2016 Ebola outbreak in West Africa tell us about global health's place in international politics?
17 May	What Have We Learned?	What are the lessons for global health going forward?
24 May	Take-Home Exam	

### Materials

There are two required books; other readings will be available on Wattle.

McInnes, Colin and Kelley Lee. 2012. *Global Health and International Relations* (Cambridge: Polity). \*\*listed as ML in the reading schedule\*\*

Price-Smith, Andrew T. 2009. *Contagion and Chaos: Disease, Ecology and National Security in the Era of Globalization* (Cambridge: MIT Press). \*\*listed as P-S in the reading schedule\*\*

## Assessment Overview

Short Essay	20% (due 19 April 2016)
Reading Reviews (2)	20% each
Final Exam	40% (due 24 May 2016)

### Grading Scale

According to the ANU policy on assessment

([https://policies.anu.edu.au/ppl/document/ANUP\\_004603](https://policies.anu.edu.au/ppl/document/ANUP_004603)), the standards that apply to High Distinction, Distinction, Credit and Pass in all coursework courses are as follows:

Grade	Range	Notes
HD	80-100%	Work of exceptional quality, which demonstrates comprehensive understanding of the subject matter, mastery of relevant skills, sophisticated or original critical and conceptual analysis, and outstanding quality in clarity, precision and presentation of work.
D	70-79%	Work of superior quality, which demonstrates a thorough knowledge and understanding of the subject matter, proficiency in relevant skills, and analytical and conceptual ability of a high order.
C	60-69%	Work of good quality, which displays a good understanding of the subject matter and a sound grasp of relevant skills.
P	50-59%	Work of satisfactory quality, which displays an adequate understanding of most of the subject matter and a sufficient grasp of relevant skills.
N	0-49%	Work which is incomplete or displays an inadequate understanding of the subject matter or an inadequate grasp of relevant skills.

## Assessment Items

### Short Essay

You will be expected to write a short essay of approximately 1000 words, due 19 April. I will provide you with three options for the topic, drawing on the material that we have covered in class up to that point.

### Reading Reviews (2)

For two weeks during the semester, you will be asked to write a critical overview of 800-1000 words of the reading materials being covered in that week's class. I will distribute a sign-up sheet during the first week of class. In the review, you should (1) identify the key themes of the readings, (2) highlight significant agreements or disagreements among the authors, (3) critically analyse the strengths and weaknesses of the arguments being put forward, and (4) note any gaps or unanswered questions that the readings fail to address. Your review will be due no later than 11:59pm **on the day before the lecture**. During class, you will be expected to help with class discussion by highlighting the points you made in your review.

## Final Exam

The final exam will be a take-home exam. You will be asked to write two essays of 1000 words each and will have a choice of four topics, which will be based on the content of the lectures and required readings.

## Course Expectations

### Expectations

A good piece of academic writing should directly address the question or topic. If you are answering a question, your assignment must have a clear argument and must present evidence to support that argument, as well as acknowledging possible counter-arguments and their strengths and weaknesses.

A good essay must be clearly structured. It must have an introduction setting out the topic to be addressed, the way it will be addressed (that is, the approach you have used and the way the essay is structured), and the argument (as appropriate) that you will present. You may wish to use subheadings in the essay to provide signposts to guide the reader through the essay. Each paragraph should discuss and develop a single idea or point that links to the essay's overall argument. The material you use should be relevant to your answer and you should demonstrate its relevance to the question you are answering or the topic you are addressing.

Assessment items must comply with the University's academic integrity requirements. Please refer to the Academic Integrity section of this guide for further information or visit: <http://www.anu.edu.au/students/program-administration/assessments-exams/academic-honesty-plagiarism>

You are encouraged to consult the Academic Skills and Learning Centre (<https://academicskills.anu.edu.au/>) for assistance with essay writing techniques, particularly if you are concerned about your writing skills.

## Submission

There is a common submission deadline across the Coral Bell School of **11.59pm on the due date. It is expected that all students in the Bell School will submit their assignments online in MS Word format through Turnitin.** Turnitin is designed to help students improve their academic writing skills, particularly with regard to referencing and citation. It provides prompt, accurate and immediate feedback to students and academic staff about the originality of submitted assignments. The School's guidelines regarding the use of Turnitin will be placed on your course's Wattle site.

**Under ANU policy, students who elect not to submit an assessment task through Turnitin are required to submit, alongside the assessment item itself, hard copies of all references included in the assessment item.**

All assessment task submissions, regardless of mode of submission, require your agreement to the following declaration:

I declare that this work:

- upholds the principles of academic integrity, as defined in the ANU Policy: [Code of Practice for Student Academic Integrity](#);
- is original, except where collaboration (for example group work) has been authorised in writing by the course convener in the course outline and/or Wattle site;
- is produced for the purposes of this assessment task and has not been submitted for assessment in any other context, except where authorised in writing by the course convener;
- gives appropriate acknowledgement of the ideas, scholarship and intellectual property of others insofar as these have been used;
- in no part involves copying, cheating, collusion, fabrication, plagiarism or recycling.

The University takes academic misconduct seriously and may take action under the Procedure: Code of Practice for Student Academic Integrity.

Note that before submitting the final version you can submit a draft of your assignment through Turnitin, which will give you the opportunity to check that any material you have used from published sources is appropriately referenced.

Remember to upload your assignments to Turnitin in MS Word format. It is your responsibility to ensure that the final detail and formatting of the assignment are correct. Please note that the common submission deadline is 11.59pm and late penalties apply. **So don't leave it until the last minute!**

You must ensure that you keep a copy of your submitted work, which can be readily accessed, until results for that course have been released. You should also ensure that you have an electronic back-up of submitted work, as extensions will not be given for technical problems (e.g. the malfunction of a USB drive, or hard-drive crash).

Assessment is anonymous where appropriate and possible. For privacy reasons, you should not include any information in assignments submitted via Turnitin that identify you, including your student number.

All assessment task submissions submitted via Turnitin require agreement to the following declaration by the student:

By checking this box I confirm that I have read and understood the information available relating to Turnitin and I am aware that unless I choose to opt-out from using Turnitin, I agree to submit my assignment to Turnitin for the purposes of text-matching. I also agree to provide Turnitin with a perpetual, irrevocable licence (and right to sub licence) to store and use my assignment for the purposes of text-matching. I also agree that my use of the Turnitin service is subject to agreeing to the Turnitin User Agreement.

### **Word Length**

You must observe the prescribed word length for all assignments. A variation in word length of 10% above or below the stated word length is acceptable (e.g. for a 2,000 word essay, a count of between 1,800 and 2,200 words). Note that writing more words rarely, if ever, results in a better mark.

A penalty of 2% for each 5% (or part thereof) of the original word limit that an assignment is over-length (taking account of the +10% leeway) will be applied. **The word length does not include your bibliography. If you chose to use footnotes to reference your assignment they will not be included in the word length, unless they contain additional substantive content. If you chose to use in-text references and endnotes they will be included in the word length.**

### **Late submission penalties**

To help you develop the skills inherent in the learning outcomes for its courses (such as the ability to prepare and submit work by a fixed deadline), the School applies penalties for late submission of assignments.

**All assignments are due by 11.59pm on the due date.** The time is recorded centrally by Turnitin. Unless you have an extension before the due date, assignments submitted late will receive a **5% deduction** for each work day late. .

For coursework courses, where late assessment is accepted, assessment tasks will not be accepted after the earlier of the following:

- The tenth (10th) working day after the due date; or
- The date specified in the course outline for the return of the assessment item.

**No late assignments will be accepted once the exam period has begun without an extension.**

Late submission of take home exams is not permitted. The Course Convenor may determine that late submission of assessment tasks is not accepted for a coursework course. If the course convenor determines that late submission of assessment tasks is not accepted, this information will be included in the course outline. Once the exam period has begun, assessment items will not be accepted without approval from the Director of Studies.

### **Extensions**

Please note the following rules when considering extensions:

- Applications for an extension of the due date for an assessment task must be submitted in writing to the Course Convenor with relevant supporting documentation attached to the application to allow the claims to be verified. Written confirmation must be received from the Course Convenor that an extension has been approved.
- Applications for extension will only be granted where the student was not able to complete an assessment task by the due date as a result of exceptional circumstances that could not reasonably be foreseen and were beyond the student's control.
- Exceptional circumstances that may warrant approval of an Assessment Extension include, but are not limited to:
  - a. Medical reasons (student injury, illness or medical condition) of such significance that completion of the assessment task was not possible;
  - b. Family/personal reasons (family injury or illness, bereavement) of such significance that completion of the assessment task was not possible;

- c. Employment related reasons: where a student's employment status or employment arrangements change unexpectedly due to circumstances beyond their control of such significance that completion of the assessment task was not possible.
- The due date of an assessment task will not be extended beyond the date for return of the assessment item specified in the course outline.
- Where an extension is granted on medical grounds and is on the basis of a non-chronic condition, an extension of the due date for an assessment task is normally limited to the number of days (calculated to the nearest working day) the student is suffering from the medical condition as indicated on the medical certificate.
- Extensions will normally not be granted because of conflicts with other study commitments, work commitments, holidays, family gatherings, competing assessment deadlines, sporting commitments or commitments to student organisations.
- Extensions will not be granted retrospectively, except in medical emergencies or on the advice of the Disability Services Centre.
- Where the student gains an unfair advantage as a result of the extension of the assessment due date, an alternative assessment task will be set.
- No extensions will be granted for take home exams.

### **Special Examination**

A special examination is one held on a different day than the original exam. Special examinations may only be granted under exceptional circumstances. For example, if you are in hospital, or otherwise so incapacitated that you cannot attend the examination room. You can apply for a special exam via the form found at: <http://www.anu.edu.au/students/program-administration/assessments-exams/special-examinations>.

If you are merely unwell on or before the exam date, you should sit the exam and then submit a request for special consideration from the course authority.

### **Special Consideration**

You may request special consideration if you consider that your academic performance may have been affected by circumstances during preparation for the examination or during the period of taking the examination. You must submit an application for special consideration form found at <http://www.anu.edu.au/students/program-administration/assessments-exams/special-assessment-consideration> along with the appropriate evidence.

Requests for special consideration of this kind will be addressed by the Board of Studies in the context of the student's overall performance where: (i) strong supporting documentation is provided; and (ii) evidence is clear that the illness or other cause has resulted in a course or program result other than might have normally been expected. Please note that requests for special consideration for a course do not lead to the re-grading of individual pieces of assessment (essay, exam, etc.) but rather the overall grade for the course.

In accordance with ANU policy, the granting of a request for special examination or consideration is not automatic.

## Examinations

The form of exam adopted in a particular course is at the discretion of the course lecturer, chosen from the following:

- **Closed book:** taken on campus, within a discrete timeframe (normally two or three hours). No books or other materials are allowed in the exam room.
- **Open book:** taken on campus, within a discrete timeframe (normally two or three hours). Students are permitted to bring books and some other materials into the exam room.
- **Take home:** You are given an exam question(s) which you take home on a set date. You are then required to submit typed answers within a set period of time (usually within a few days). Take-home exams must be submitted by the due date if they are to be accepted for assessment. **Please note a take-home exam is not an essay and no requests for extensions will be considered.**

It is an ANU requirement for all students to be available throughout the examination period (including Saturdays) to sit exams.

## Referencing

You will need to use references in your assignments. This may include exams, depending on the course convenor's instructions.

Unless otherwise specified, you should use **in-text/author-date** referencing or **footnotes**, using the Chicago system. Details of the Chicago system can be found online in the *Chicago Manual of Style*: [http://www.chicagomanualofstyle.org/tools\\_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html). The full *Chicago Manual of Style* is available to ANU students via the following library links: <http://library.anu.edu.au/record=b2501323> (on campus) or [https://anulib.anu.edu.au/tools/generic\\_revproxy.html?url=http://www.chicagomanualofstyle.org/home.html](https://anulib.anu.edu.au/tools/generic_revproxy.html?url=http://www.chicagomanualofstyle.org/home.html).

When you use in-text references or footnotes you should also include a bibliography. You may use endnotes to provide definitions or additional information that is relevant, but not essential, to the argument presented in the text. However, endnotes should not be used as a means of including additional substantive content. **Endnotes will be included in the word count.** For more information see the [School's referencing guidelines here](#).

## Second Marking

Within the Bell School all assignments which receive an initial grade of less than 50% [that is, a N or fail] are double-marked. Marks of 80% and over [High Distinction] are awarded sparingly and represent work of the highest quality. In some cases these assignments will also be double-marked.

## Assessment topics and submission dates

Courses are assessed through a variety of means, including tutorial participation and presentations, essays, exams and a range of creative assessment techniques.

Assignment topics, submission dates and course convenors' special requirements will be detailed in the specific course guidelines.

**There is a common School-submission deadline of 11.59pm on the due date for all assessment.**

### **Presentation**

All written assignments submitted for Bell School courses must be:

- Accompanied by a completed cover sheet. The cover sheet is available on each course's Wattle site;
- Formatted in 12-point font, 1.5 or double-spaced and for A4-size paper;
- Formatted to include page numbers in either the header or footer, and adequate margins for comments;
- Saved in one document, which includes your cover sheet and, if required, references; and
- Saved as a MS Word document.

### **Marking**

All assessment will be marked against the prescribed ANU [marking criteria](#).

### **Assessment criteria for N level work**

It is possible to fail courses in the Bell School. While your course conveners and tutors are prepared to work with you to ensure that you can pass your courses, please bear in mind the following guidance on the criteria for failure. If you have any questions about what is expected of you please ask your course convener. To avoid failure you should work diligently, submit assessment on time and ensure that you keep up-to-date with readings and guidance.

### **Academic and Personal Support**

Students from language backgrounds other than English who meet eligibility requirements for assessment concessions for a course can apply for such concessions to the Associate Dean (Education), Professor Luca Tacconi. Where applications for such concessions are for final examinations for semester courses, applications are to be submitted by the census date for that semester. Applications for all other assessment or non-semester courses are submitted before 10% of a teaching period has elapsed. That application is to be completed in writing using the approved University form: [https://policies.anu.edu.au/ppl/document/ANUP\\_001019](https://policies.anu.edu.au/ppl/document/ANUP_001019)

If you experience academic or personal problems you are welcome to discuss these with any member of the academic staff, the Associate Dean (Education), Professor Luca Tacconi ([luca.tacconi@anu.edu.au](mailto:luca.tacconi@anu.edu.au)), or to utilise the ANU's student support services links to which can be found at <http://students.anu.edu.au/> (including the Academic Skills and Learning Centre at <http://www.anu.edu.au/academicskills/>, the Counselling Centre at <http://www.anu.edu.au/counsel/> and the Disability Services Unit at <http://www.anu.edu.au/disabilities/>).

### **ANU Policies**

ANU has educational policies, procedures and guidelines, which are designed to ensure that staff and students are aware of the University's academic standards, and implement them.

You can find the University's education policies and an explanatory glossary at: <http://policies.anu.edu.au/> Students are expected to have read the [Academic Misconduct Rules](#) before the commencement of their course.

Key policies include:

- [Student Assessment \(Coursework\)](#)
- [Student Surveys and Evaluations Policy](#)

### Library

- Information about the library can be found at <http://anulib.anu.edu.au>.
- Opening hours can be accessed at <http://anulib.anu.edu.au/using-the-library/opening-hours/>.
- For free courses in Information Skills and Computer Skills see <http://ilp.anu.edu.au/>.

### Support for Students

- The University offers a number of support services for students. Information on these is available online from <http://students.anu.edu.au/studentlife/>

### Academic Integrity

It is the responsibility of each individual student to ensure that:

- you are familiar with ANU policy for academic integrity
- work submitted for assessment is original
- appropriate acknowledgement and citation is given to the work of others
- you declare your understanding of, and compliance with, the principle of academic integrity when submitting assessment items

For information on academic honesty and integrity please refer to <http://academichonesty.anu.edu.au/>

### Student Appeals and Complaints

If you are concerned about a mark that you have been awarded you should approach the course convener to discuss the reasons for the mark being awarded. Beyond this, you have the right to seek a review of **your final result in a course**. However, you should *first* raise any questions or concerns about the **overall result of a course** with your course convener. See the ANU College of Asia and the Pacific policy on assessment review and appeals for guidance: <http://asiapacific.anu.edu.au/students/student-centre/appeals-and-complaints>

### Student Feedback

ANU is committed to the demonstration of educational excellence and regularly seeks feedback from students. One of the key formal ways students have to provide feedback is through Student Experience of Learning Support (SELS) surveys. The feedback given in these surveys is anonymous and provides the Colleges, University Education Committee and Academic Board with opportunities to recognise excellent teaching, and opportunities for improvement. For more information on student surveys at ANU and reports on the feedback provided on ANU courses, go to <http://unistats.anu.edu.au/surveys/selt/students/> and <http://unistats.anu.edu.au/surveys/selt/results/learning/>.

## Assessment Requirements

The ANU is using Turnitin to enhance student citation and referencing techniques, and to assess assignment submissions as a component of the University's approach to managing Academic Integrity. For additional information regarding Turnitin please visit the [ANU Online](#) website. Students may choose not to submit assessment items through Turnitin. In this instance you will be required to submit, alongside the assessment item itself, copies of all references included in the assessment item.

## Reading Schedule

*NOTE: While we will do our best to adhere to this schedule, it is possible that changes will occur for a variety of reasons. Any changes to this schedule will be announced in advance, and it is your responsibility to stay up-to-date with any adjustments.*

### Week 1—A Framework for Global Health Politics

<u>Required</u>	<u>Supplemental</u>
Paxton, Nathan. 2012. "Political science(s) and HIV: a critical analysis." <i>Contemporary Politics</i> 18: 141-155. ML, Ch. 1 P-S, Ch. 1	Fidler, David P. 2001. "The return of <i>Microbialpolitik</i> ." <i>Foreign Policy</i> : 80-81. Fidler, David P. 2005. "Health as foreign policy: between principle and power." <i>Whitehead Journal of Diplomacy and International Relations</i> 6: 179-194. Davies, Sara. 2010. <i>Global Politics of Health</i> , Ch. 1

### Week 2—Responding to Novel Threats

<u>Required</u>	<u>Supplemental</u>
ML, Ch. 2 Osterholm, Michael T. 2005. "Preparing for the next pandemic." <i>Foreign Affairs</i> (July/August). Garrett, Laurie. 2007. "The Challenge of Global Health." <i>Foreign Affairs</i> (January/February)	Brooks, Max. 2006. <i>World War Z: An Oral History of the Zombie War</i> . New York: Crown.

### Week 3—History and Domestic Responses/State Capacity

<u>Required</u>	<u>Supplemental</u>
Tesh, Sylvia Tesh. 1988. <i>Hidden Arguments</i> . New Brunswick: Rutgers University Press, Ch. 1. Kallings, L.O. 2008. "The first postmodern pandemic: 25 years of HIV/AIDS." <i>Journal of Internal Medicine</i> 263: 218-243. P-S, Chs. 2, 4, 6	Huang, Yanzhong. 2003. "The politics of China's SARS crisis." <i>Harvard Asia Quarterly</i> 7(4): 9-16. P-S, Chs. 3 and 5

### Week 4—Global Health Governance and Funding

<u>Required</u>	<u>Supplemental</u>
Fidler, David P. 2012. <i>The Challenges of</i>	Gallup, John Luke and Jeffrey D. Sachs.

<p><i>Global Health Governance</i>. New York: Council on Foreign Relations</p> <p>Davies, Sara E. 2010. "What contribution can international relations make to the evolving global health agenda?" <i>International Affairs</i> 86(5): 1167-1190.</p> <p>Lee, Kelley and Adam Kamradt-Scott. 2014. "The multiple meanings of global health governance: a call for conceptual clarity." <i>Globalization and Health</i> 10: 28.</p> <p>ML, Ch. 4</p> <p>Lieberman, Evan S. 2009. <i>Boundaries of Contagion</i> (Princeton: Princeton University Press), Ch. 3</p>	<p>2001. "The economic burden of malaria." <i>American Journal of Tropical Hygiene and Medicine</i> 64: 85-96.</p> <p>Fidler, David P. 2007. "Architecture amidst anarchy: global health's quest for governance." <i>Global Health Governance</i> 1(1): 1-17.</p> <p>IHME. 2015. <i>Financing Global Health 2014</i>. Seattle: IHME. Chs. 1 and 3.</p>
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### Week 5—World Health Organization

Required	Supplemental
<p>ML, Ch. 5</p> <p>Brown, Theodore M., Marcos Cueto, and Elizabeth Fee. 2006. "The World Health Organization and the transition from 'international' to 'global' public health." <i>American Journal of Public Health</i> 96(1): 62-72.</p> <p>Chorev, Nitsan. 2013. "Restructuring neoliberalism at the World Health Organization." <i>Review of International Political Economy</i> 20(4): 627-666.</p> <p>Van de Pas, V. and L.G. Schaik. 2014. "Democratizing the World Health Organization." <i>Public Health</i> 128: 195-201.</p>	<p>Lee, Kelley. 2009. <i>The World Health Organization</i> (London: Routledge).</p> <p>McInnes, Colin. 2015. "WHO's next? Changing authority in global health governance after Ebola." <i>International Affairs</i> 91(6): 1299-1316.</p> <p>Davies, Sara E. and Jeremy Youde. 2015. "In reform we trust—the challenge before the World Health Organization." In Patrick Weller and Yi-chong Xu (eds.) <i>The Politics of International Organizations</i> (London: Routledge): 240-252.</p>

### Week 6—International Health Regulations

Required	Supplemental
<p>Fidler, David P. and Lawrence O. Gostin. 2006. "The new International Health Regulations: an historic development for international law and public health." <i>Journal of Law, Medicine, and Ethics</i> 34: 85-94.</p> <p>Davies, Sara E., Adam Kamradt-Scott, and Simon Rushton. 2015. <i>Disease Diplomacy: International Norms and Global Health Security</i>. Baltimore: The Johns Hopkins University Press, Ch. 4</p>	<p>Rushton, Simon and Adam Kamradt-Scott. 2015. "The revised International Health Regulations and outbreak response." In Sara E. Davies and Jeremy Youde (eds.) <i>The Politics of Surveillance and Response to Disease Outbreaks</i> (Aldershot: Ashgate): 23-40.</p> <p>Kamradt-Scott, Adam. 2015. "New powers for a new age? Revising and updating the IHR." <i>Managing Global Health</i></p>

Huber, V. 2006. "The unification of the globe by disease? The International Sanitary Conferences on Cholera, 1851-1894." <i>The Historical Journal</i> 49: 453-476.	<i>Security</i> (New York: Palgrave Macmillan): 101-123.
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### Week 7—Health Diplomacy

Required	Supplemental
<p>Kaufmann, Judith R. and Harley Feldbaum. 2009. "Diplomacy and the polio immunization boycott in northern Nigeria." <i>Health Affairs</i> 28: 1091-1101.</p> <p>Fidler, David. 2010. "Negotiating equitable access to influenza vaccines: global health diplomacy and the controversies surrounding avian influenza H5N1 and pandemic influenza H1N1." <i>PLoS Medicine</i> 7(5): e1000247</p> <p>Kamradt-Scott, Adam and Kelley Lee. 2011. "The 2011 influenza preparedness framework: global health secured or a missed opportunity?" <i>Political Studies</i> 59: 831-847.</p> <p>ML, Ch. 3</p>	<p>Feldbaum, Harley and Josh Michaud. 2010. "Health diplomacy and the enduring relevance of foreign policy interests." <i>PLoS Medicine</i> 7(4): e1000226.</p> <p>Labonte, Ronald and Michelle L. Gagnon. 2010. "Framing health and foreign policy: lessons for global health diplomacy." <i>Globalization and Health</i> 6: 14.</p> <p>Kickbusch, Ilona, Gaudenz Silberschmidt, and Paulo Buss. 2007. "Global health diplomacy: the need for new perspectives, strategic approaches, and skills in global health." <i>Bulletin of the World Health Organization</i> 85(3): 230-232.</p>

### Week 8—Securitization

Required	Supplemental
<p>Elbe, Stefan. 2006. "Should HIV/AIDS be securitized? The ethical dilemmas of linking HIV/AIDS and security." <i>International Studies Quarterly</i> 50: 119-144.</p> <p>ML, Ch. 6</p> <p>Davies, Sara E. 2008. "Securitizing infectious disease." <i>International Affairs</i> 84: 295-313.</p> <p>Rushton, Simon. 2011. "Global health security: security for whom? Security from what?" <i>Political Studies</i> 59(4): 779-796.</p>	<p>McInnes, Colin and Simon Rushton. 2010. "HIV, AIDS, and security: where are we now?" <i>International Affairs</i> 86: 225-245.</p> <p>Ostergard, Robert L., Jr. 2002. "Politics in the hot zone: AIDS and national security in Africa." <i>Third World Quarterly</i> 23: 333-350.</p> <p>Hoffman, Steven J. 2010. "The evolution, etiology, and eventualities of the global health security regime." <i>Health Policy and Planning</i> 25(6): 510-522.</p>

### Week 9—Health and Human Rights

Required	Supplemental
<p>Farmer, Paul. 2004. "An anthropology of structural violence." <i>Current Anthropology</i> 45: 305-325.</p>	<p>Mann, Jonathan M., Lawrence Gostin, Sofia Gruskin, Troyen Brennan, Zita Lazzarini, and Harvey V. Fineberg.</p>

<p>Wolff, Jonathan. 2012. <i>The Human Right to Health</i>. New York: W.W. Norton, Ch. 2.</p> <p>Farmer, Paul. 2008. "Challenging orthodoxies: the road ahead for health human rights." <i>Health and Human Rights</i> 10(1): 5-19.</p>	<p>1994. "Health and human rights." <i>Health and Human Rights</i> 1(1): 6-23.</p> <p>Evans, Tony. 2002. "A human right to health?" <i>Third World Quarterly</i> 23: 197-215.</p> <p>Youde, Jeremy. 2010. "From resistance to receptivity: transforming the HIV/AIDS crisis into a human rights issue." In Clifford Bob (ed.) <i>The International Struggle for New Human Rights</i> (Philadelphia: University of Pennsylvania Press): 83-92.</p>
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### Week 10—Ebola

<u>Required</u>	<u>Supplemental</u>
<p>Kamradt-Scott, Adam. 2015. "WHO's to blame? The World Health Organization and the 2014 Ebola outbreak in West Africa." <i>Third World Quarterly</i>.</p> <p>Benton, Adia and Kim Yi Dionne. 2014. "International political economy and the 2014 West Africa Ebola outbreak." <i>African Studies Review</i> 58(1): 223-236.</p> <p>Kamradt-Scott, Adam, Sophie Harman, Clare Wenham, and Frank Smith III. 2015. <i>Saving Lives: The Civil-Military Response to the 2014 Ebola Outbreak in West Africa</i> (Sydney: University of Sydney).</p>	<p>Gostin, Lawrence O. 2015. "The future of the World Health Organization: lessons learned from Ebola." <i>Milbank Quarterly</i> 93(3): 475-479.</p> <p>Additional readings TBA</p>

### Week 11—Wrap-Up and Conclusions