York University Faculty of Health
Faculty of Graduate Studies, Graduate Program in Health
Fall 2018

GS/HLTH 5440 3.0 Globalization, Pharmaceuticals and Health Equity

Course Director: Dr. Michelle Wyndham-West
Email: mwywest@yorku.ca
Course Time: Wednesdays, 2:30 pm to 5:30 pm
Course Location: ACE 010
Office Location and Hours: Room HNES 005, Floor “G”
Tuesdays from 1:00 pm to 2:15 pm and Wednesdays from 1:00 pm to 2:15 pm or by appointment via Skype

Course announcements and course material will be available through Moodle.

Course Description:

Globalization in the pharmaceutical area has sparked debate about a series of issues that impact on health equity. These issues centre around two central themes: access to pharmaceuticals and ethics. The first part of the course will explore political and sociological theories in order to develop a theoretical toolkit to critically examine current policy trends in global pharmaceutical policies. After this introduction, the course moves to an examination of humans rights frameworks and international health agency involvement in access to pharmaceutical policy and programmes, including the proliferation of public private partnerships on the international stage and their programs to re-dress drug access in the Global South. We then turn to the internationalization of clinical trials and drug research practices in the Global South, as well as “big pharma” global expansion and marketing strategies and their implementation.

Mid-way through the course we will cover the history of intellectual property rights (IPRs) and how and why the industry and its political supporters have been successful in strengthening IPRs, which has exacerbated limited access to necessary drugs in the Global South. After this, we will cover in detail three case studies situated in Global Health contexts – 1) vaccination, 2) mental health and 3) pain management and palliative care - which tie together the issues of drug access and ethics from a macro policy perspective and through the lived experiences of individuals and communities on the ground who must negotiate these policies in quotidian situations. We will then wrap-up the course by reviewing proposed policy solutions in the form of the Health Impact Fund, patent pools and open source drug discovery, which are being mulled over to loosen the grip intellectual property rights have in determining limited access to pharmaceuticals in the global south.

Throughout the course we will be mindful to critically unpack the manifest and latent consequences of hegemonic human rights discourses propagated by international health
agencies surrounding drug access and equity, including the pharmaceuticalization and judicialization of global public health policy and programming.

**Course Objectives:**

1. Understand current issues in global pharmaceutical policy as they play out on macro and micro levels. This involves critically examining pharmaceutical policymaking processes and products and the direct effects of these policies on everyday lives of individuals and societies.

2. Evaluate how politics and ethics form, shape, limit and expand pharmaceutical policy, including the pharmaceuticalization and judicialization of global public health policy and programming.

3. Develop oral and written skills in analyzing and communicating complex pharmaceutical policy issues in a clear and compelling way.

**Course Structure:**

Each class will begin with a class update and course-related current events summation conducted by the course director. After this introduction, student seminar presentations will take place. The student presentations should be approximately an hour long, leaving about 1 1/2 hours for discussion. The presentations should explain how the readings relate to the three themes of this course: pharmaceuticals, globalization and health equity. The mark will be based on how well the information in the readings is summarized, how well organized the presentation is, how good the analysis of the readings is and the overall understanding that students demonstrate of the topic through their presentation and leadership of the discussion. The method of presentations (e.g., Powerpoint slides, overheads, use of blackboard) is not relevant to the grade. Speaking style is not relevant to the grade. A presentation schedule will be distributed the first class for sign up.

Tips for the student seminar presentation:

- Seminar presentations should comprise of the following general structure: 1) prepare and present a critical summary of assigned readings for the day (approximately 40 minutes); 2) engage the class in an interactive exercise that speaks to major themes in the readings in order to get the class warmed up for a good discussion (approximately 20 minutes); and 3) then pose a series of prepared questions (no less than three questions, five would be optimal) related to the assigned readings and analogous topics that you have encountered in your own experiences, whether professionally or personally, in order to facilitate class discussion following the presentation and interactive exercise (10 minutes to pose questions – ensuing discussion should be approximately 1 ½ hours long).
• Please note that this is a guideline and you are welcome to be as creative as you like in the delivery of your seminar presentation. Please, however, find below a few of tips:
  • To prepare a critical summary means to unpack/deconstruct the main arguments and/or themes in the readings and to put them back together in your own words while drawing upon your own analysis and insights. You are welcome to bring to light the strengths and weaknesses (as you perceive them) of the readings and to bring into relief important aspects that might be missing from the readings.
  • Bringing in related timely and topical information (such as news stories, feature films, documentaries, political debates, etc.), whether during the interactive exercise or in the discussion questions, can be a good way to show critical thinking and to generate participation from the class.
  • Please feel free to use your computer and/or other technologies/materials in any way that you see fit throughout the presentation and for the interactive exercise.
  • A written summary must be handed in right after the presentation. The written summary provides the marker with a reference point when evaluating the presentation. Please note this is not an essay, but all scholarly sources should be cited.

In addition to leading discussions students are expected to participate in class with thoughtful questions and contributions. Students will be assessed on the quality of their contributions to class participation, their ability to critically read and understand course materials. Persistent absence from class prohibits your full participation and will result in a lower grade. For each class where there is not adequate participation 1 (of 10) marks will be deducted.

Weekly Summaries and Final Essay

Every student is expected to participate fully in each class, coming prepared by reading and engaging in both presentations and debates. For each class, students will prepare a critical assessment of one or more of the readings. These summaries should be in the form of an “editorial”, that is they should identify the main themes in one or more of the readings and then provide a critical commentary about these themes. As with the seminar discussions the summaries should focus on the three themes of the course: pharmaceuticals, globalization and health equity. These assessments should be 750 words (minimum 700, maximum 800). Students can submit as many summaries as they want. Only the top 8, in terms of marks, will count towards the final mark. Each assignment is worth 2.5% of the final mark.

Marks for the summaries will be based on writing style, how well the summaries display an understanding of the issue(s) and the originality of the thought behind the commentary about the issue(s).

The final essay will be due the last class (Nov. 28). The essay should be 6000 words (range 5500 to 6500 words) and discuss a pharmaceutical policy challenge within the frame of achieving health equity. The paper should address: 1) the historical and
contemporary context of the policy challenge, including ideological underpinnings to currently deficient or absent policy directives; 2) what is the impact/consequence of not addressing said policy challenge effectively; and 3) present an informed critique for policy solutions to address the policy challenge which draws upon existing scholarly literature and your own analysis. Sources are to be drawn from a myriad of traditional and non-traditional sources. For example, scholarly and grey literature are expected, however, additional data gathering within media and popular culture spheres may also be relevant and should be brought in as appropriate. The students’ theoretical frame for analysis must also underpin the paper’s central argument and its development throughout the paper. Students may draw upon the theoretical schools presented in the second class or other theoretical frameworks they are familiar with. Further instructions will be distributed closer to the due date.

Course Evaluation:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percent of final grade</th>
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<tbody>
<tr>
<td>Seminar discussion/presentation</td>
<td>30%</td>
</tr>
<tr>
<td>Weekly summaries</td>
<td>20% (2.5% for each summary x 8)</td>
</tr>
<tr>
<td>Participation</td>
<td>20%</td>
</tr>
<tr>
<td>Final paper</td>
<td>30%</td>
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Course Material:

Most reading materials are available on the York University library web site or are public policy documents, which are available on the Internet. Five readings (which are indicated with an asterisk) will be scanned by the course director and uploaded to Moodle. As such, there is no cost for course materials.

Library Resources

If you are looking for resources for your summaries or your seminar discussions there are web pages that can be accessed through the York Library web site that may be of a lot of value. There is the Health Studies Guide and a new Disability Studies Guide that are both accessible from the library’s home page. Once there click on "Find Articles by Subject". Resources of note in the Critical Disability Studies Guide include the Rehabdata Database, which is a free online database and covers issues related to different types of disabilities and rehabilitation. Some articles in this database are available full-text and there's also an online chat available for assistance!

In case you are not aware of the Canadian Health Resource Collection (also listed in the Health and Disability Studies Guide), it is another useful resource of publications from Canadian research institutions, government agencies, etc. All the materials in this collection are full-text.
Academic Honesty and Integrity

Faculty considers breaches of the Senate Policy on Academic Honesty to be serious matters. To quote the Senate Policy on Academic Honesty:

The Policy on Academic Honesty is a reaffirmation and clarification for members of the University of the general obligation to maintain the highest standards of academic honesty. It outlines the general responsibility of faculty to foster acceptable standards of academic conduct and of the student to be mindful of and abide by such standards.

Faculty members are encouraged to pursue suspected cases of academic dishonesty with formal charges.

PLAGIARISM is the misappropriation of the work of another by representing another person’s ideas, writing or other intellectual property as one’s own. This includes the presentation of all or part of another person’s work as something one has written, paraphrasing another’s writing without proper acknowledgement, or representing another’s artistic or technical work or creation as one’s own. Any use of the work of others, whether published, unpublished or posted electronically, attributed or anonymous, must include proper acknowledgement.

Examples of Plagiarism:

• Quoting directly from a source without putting the material in quotation marks and proving a reference
• Paraphrasing from a source without providing a reference
• Submitting draft material that is not properly referenced

CHEATING is the attempt to gain an improper advantage in an academic evaluation. Forms of cheating include:

• Obtaining a copy of an examination before it is officially available or learning an examination question before it is officially available;
• Copying another person’s answer to an examination question;
• Consulting an unauthorized source during an examination;
• Disruption of an academic evaluation by any means;
• Obtaining assistance by means of documentary, electronic or other aids which are not approved by the instructor;
• Changing a score or a record of an examination result;
• Submitting the work one has done for one class or project to a second class, or as a second project, without the prior informed consent of the relevant instructors;
• Submitting work prepared in collaboration with another or other member(s) of a class when collaborative work on a project has not been authorized by the instructor;
• Submitting work prepared in whole or in part by another person and representing that work as one's own;
• Offering for sale essays or other assignments, in whole or in part, with the expectation that these works will be submitted by a student for appraisal;
• Preparing work in whole or in part, with the expectation that this work will be submitted by a student for appraisal.

Students who commit plagiarism or cheating usually receive a zero (0.0) on the assignment, test or examination. For a second offence the penalty may be failure in the course or even suspension from the University. The range of penalties are found at this link.

Read the university policy on academic honesty. Students must review the interactive on-line Tutorial on academic integrity at this link and then take a test at this link.

Students may re-take the quiz as many times as they need to score 100%. Only then the test is considered complete and students can print a certificate. Students should print several copies of the results page, hand one in to the course instructor, and keep the extras with their own records in case it is required for another course. The certificate is valid for one year and students must re-take the quiz every year if required.

The Academic Integrity Online test must be completed and the results page submitted to the Course Director no later than the date of the final lecture.

ACCESS/DISABILITY

York provides services for students with disabilities (including physical, medical, learning and psychiatric disabilities) needing accommodation related to teaching and evaluation methods/materials. These services are made available to students in all Faculties and programs at York University.

Students in need of these services are asked to register with disability services as early as possible to ensure that appropriate academic accommodation can be provided with advance notice. You are encouraged to schedule a time early in the term to meet with each professor to discuss your accommodation needs. Please note that registering with disabilities services and discussing your needs with your professors is necessary to avoid any impediment to receiving the necessary academic accommodations to meet your needs.

Additional information is available at www.yorku.ca/disabilityservices or from disability service providers:

Physical, Sensory & Medical Disability Services
N108 Ross Building 416-736-5140
Learning Disability Services
W128 Bennett Centre for Student Services, 416-736-5383

Mental Health Disability Services
N110 Bennett Centre, 416-736-5297

GLEN DON STUDENTS - Counselling & Disability Services
Glendon Hall, Room 111A, 416-487-6709

RELIGIOUS OBSERVANCE ACCOMMODATION

York University is committed to respecting the religious beliefs and practices of all members of the community, and making accommodations for observances of special significance to adherents. Should any of the dates specified in this syllabus for an in-class test or examination pose such a conflict for you, contact the Course Director within the first three weeks of class. Similarly, should an assignment to be completed in a lab, practicum placement, workshop, etc., scheduled later in the term pose such a conflict, contact the Course Director immediately. Please note that to arrange an alternative date or time for an examination scheduled in the formal examination periods (December and April/May), students must complete an online Examination Accommodation Form, which can be obtained from Student Client Services, Student Services Centre.

STUDENT CONDUCT

Students and instructors are expected to maintain a professional relationship characterized by courtesy and mutual respect and to refrain from actions disruptive to such a relationship. Moreover, it is the responsibility of the instructor to maintain an appropriate academic atmosphere in the classroom, and the responsibility of the student to cooperate in that endeavour. Further, the instructor is the best person to decide, in the first instance, whether such an atmosphere is present in the class. A statement of the policy and procedures involving disruptive and/or harassing behaviour by students in academic situations is available at the following link.

*Please note that this information is subject to periodic update. For the most current information, please go to the CCAS webpage (see Reports, Initiatives, Documents).*

LECTURE SCHEDULE

September 12, 2018
Seminar 1: Introduction to the Course
Themes/Objectives: Set the stage for the course by exploring the concepts of “‘projectified’ landscapes of care”, evidence-based medicine, “thinking-in-cases” and “implementation of policies and their embodied responses” in pharmaceuticals and global health.
Reading:
Biehl, Joao, and Adriana Petryna

As this is the first class we will engage in a mapping exercise to chart power as it traverses the landscapes of globalization, pharmaceuticals and equity. We will revisit our power mappings towards the end of the course to gage how our knowledges, perceptions and viewpoints may or may not have changed throughout the course.

Please also sign up for your seminar presentation during the first class.

September 19, 2018
Seminar 2: Critical Approaches to Power: Power/Knowledge, Biopower, Power Relations and Sociology of Knowledge
Themes/Objectives: To examine three theoretical schools in brief – political economy (Farmer), post-structuralist approach to power (Manonkha’s take on Foucault) and sociology of knowledge (Wyndham-West et al) – in order to assemble the tools to critically examine issues surrounding pharmaceutical policy, globalization, ethics and equity. These theories allow us to illuminate macro policy processes and products, as well as their micro effects as they are felt on the ground by individuals and communities in the Global South.

Readings:
Farmer, Paul

Manonkha, Ivan

Wyndham-West, Michelle, Mary Wiktorowicz, and Peter Tsasis

September 26, 2018
Seminar 3: Human Rights Frameworks and Access to Pharmaceuticals
Themes/Objectives: To introduce international policy frameworks outlining the right to health and access to medicines as presented by the United Nations system. Additionally, we will critically examine the implications of the judicialization (and, hence, pharmaceuticalization) of the right to health through a case study of Brazil.

Readings:
Khosla, Rajat, and Paul Hunt

Alkoby, Asher

Biehl, Joao, and Adriana Petryna

October 3, 2018
Seminar 4: Global Health Organizations and Pharmaceutical Policy
Themes/Objectives: To gain a thorough understanding of the strengths and weaknesses of WHO policies and practices concerning essential medicines as the organization shifts from an emphasis on MDGs to SDGs. Furthermore, we will critically examine related World Bank policies and programming through an in-depth case study of pharmaceutical policy reforms in Latin America.

Readings:
World Health Organization

Laing, Richard, Brenda Waning, Andy Gray, Nathan Ford, Ellen ‘t Hoen

Attaran, Amir et al

Homedes, Nuria, Antonio Ugalde, and Joan Rovira Forns

October 17, 2018
Seminar 5: Public Private Partnerships (PPPs)
Themes/Objectives: To critically examine the emergence of the transnationalist class, power re-configurations in global health governance with the advent of PPPs and the re-
formulation of neoliberalism across global health architecture through a review of the Bill and Melinda Gates Foundation and their offshoot, GAVI, as well as the Global Fund.

Readings:
McNeill, Desmond, and Kristin Ingstad Sandberg

Harman, Sophie

Davis, Sara

Brown, Garrett Wallace

October 24, 2018
Seminar 6: Clinical Trials in the Global South
Themes/Objectives: To critically unpack the internationalization of clinical trials, including ethical and regulatory environments, unequal social contexts, conditions of inequality where research is carried out and the re-production of a “global geography of human experimentation” (Petryna 2007:33).

Readings:
*Petryna, Adriana

Global Health Watch

Homedes, Nuria, and Antoni Ugalde

Pasquali, Sara, Danielle Burstein, Daniel Benjamin, P. Brian Smith, and Jennifer Li
October 31, 2018
Seminar 7: Drug Promotion Across the Globe
Themes/Objectives: To critically work through big pharma’s global expansion strategies by considering the frictions between science, commerce and ethics. Moreover, we will unearth how the accompanying marketing strategies play out within localized contexts through case studies situated in Japan and India.

Readings:
*Applbaum, Kalman

Lexchin, Joel

Ecks, Stephan, and Ian Harper

November 7, 2018
Seminar 8: Intellectual Property Rights – TRIPS, the Doha Declaration and HIV/AIDS
Themes/Objectives: To critically review intellectual property frameworks, WTO agreements and TRIPS mechanisms with the view of examining, historically and in a contemporary context, worldwide access to ARVs in the fight against HIV/AIDS.

Readings:
Ayres, J., and P. Siplon

Kolawole Oke, Emmanuel

Weber, Ashley, and Lisa Mills

Reynolds Whyte, Susan, Michael Whyte, Lotte Meinert, and Jennifer Twebaze

Seminar 9: Case Study I: Vaccines - Controversies and Access

Themes/Objectives: To critically examine how global vaccination programs are delivered through vertical health programming distorting the priorities of localized health systems in the Global South. Moreover, newer, expensive vaccine technologies, like the HPV vaccine, are available in abundance in the developed world, but global health organizations have been slow to offer them in developing countries, where they are needed most. We will examine this disparity and the challenges of delivering new vaccine technologies to those most at-risk.

Readings:
Hardon, Anita, and Stuart Blume

Carpenter, Laura, and Monica Casper
2009 Global Intimacies: Innovating the HPV Vaccine for Women’s Health. Women’s Studies Quarterly 37: 1&2 (Spring & Summer): 80-100.

Wyndham-West, Michelle, Nancy Durand, and Aimee Santoro

Seminar 10: Case Study II: Global Mental Health Policy and Pharmaceuticals

Themes/Objectives: As mental health has become a priority among international health agencies how are they incorporating pharmaceuticals and their access into policy and programs? Does this policy shift forgo addressing social determinants of health? Han’s case study, based in Santiago Chile, provides context to, and insight into the complexities, of implementing vertical interventions without strong horizontal health programming foundations.

Readings:
World Health Organization

Han, Clara
November 21, 2018
Seminar 11: Case Study III: Pain Management & Palliative Care in the Global South
Themes/Objectives: As cancer morbidity and mortality is increasing in the Global South, which policy measures are being put into place to ensure dignified and ethical treatments of those who are ill with, and dying of, cancer in the Global South? The appalling lack of opioid analgesics for treatment and palliative care in the Global South works in stark contrast to the overabundance of such drugs in the Global North, particularly as is being experienced in the opioid epidemic in Canada.

Reading:
Human Rights Watch

Livingston, Julie

November 28, 2018
Themes/Objectives: As we are now familiar with the challenges inherent in existing pharmaceutical policies across global institutions, agencies and PPPs vis-à-vis equity, ethics and access where do we go from here? We will mull over potential policy solutions in terms of the proposed Health Impact Fund, patent pools, and open source drug discovery. These proposed policy solutions may also engender hybridized or new ideas/models for global drug access equity and we will discuss such potential policy options in our final class.

Readings:
*Pogge, Thomas

*Nicol, Dianne, and Jane Nielsen

*Srinivas, Krishna Ravi