Course Director: Dr. Michelle Wyndham-West

Email: mwywest@yorku.ca
Course Time: Fridays, 11:30 am to 2:20 pm
Course Location: HNE 206
Office Location and Hours: Room HNES 005, Floor “G”
    Wednesdays 10:00 am to 11:15 am or Fridays 10:00 am to 11:15 am or by appointment via Skype

Course announcements and course material will be available through Moodle.

Course Description:

The purpose of this course is to critically investigate human rights frameworks, policies and programming as they pertain to and are applied with the view of achieving health equity in Canada and globally. While the objective of utilizing human rights frameworks to achieve health equity in health-oriented policy and programming is not in question throughout the course we will take a step back and critically examine the different meanings of human rights which are steeped in diversity and ambiguity, how human rights frameworks and policy are deployed across global networks, how human rights-oriented policy and programming is experienced in the “middle” or “between” the local and global, and the discursive spaces in which human rights policy and programming is created and practiced. As such, the course will cover the following thematic areas and topics:

- International human rights frameworks;
- Theoretical perspectives – from political economy, sociology of knowledge to post-structuralism – which are applied in the research and analysis of health and human rights policy and programming development, application and measurement;
- Gender and health equity, including embodied inequality and gender-based analyses in policymaking to rectify inequities in Canada and globally;
- Housing as a human right and policy paths to ameliorate youth homelessness in Canada;
- Access to medicines and proposed Canadian pharmacare formulations;
- Indigenous health challenges in Canada and globally; and
- Health risk and resilience as it is negotiated on the ground in Canada and globally.
Course Objectives:

1. Critically understand current issues in human rights and health equity within a policy frame as they play out in global and local contexts. This involves familiarization with various theoretical schools – from political economy, sociology of knowledge and variants of post-structuralism – and applying these critical thinking “toolkits” to pressing health equity issues in Canada and globally.

2. Critically examining the interplay between the global and local in implementing human rights-oriented frameworks and understanding the manifest and latent effects of these policies on the everyday lives of individuals and societies.

3. Critically explore how human rights-oriented frameworks and policy directions are negotiated by marginalized groupings in a nuanced fashion that recognizes the resilience inherent in the everyday lives of those striving for health equity.

4. Critically review how indicators are developed and devised to monitor and measure health as a human right policy development and programming and the paradoxical consequences of the emerging audit culture on achieving health equity.

5. Develop oral and written skills in analyzing and communicating complex human rights and health equity challenges within a policy frame 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 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 2 (of 20) 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 (March 29). 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 class or other theoretical frameworks they are familiar with. Further instructions will be distributed closer to the due date.

**Course Evaluation:**

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<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>
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<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. The Talaga book can be purchased at local bookstores or online. The book retails for approximately $15.00 for a soft cover version or $10.00 for an e-book version. As such, the costs for course materials are low.

**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.

Student's 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:
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

Class #1 – January 4, 2019 - Introduction to the Course & Human Rights Frameworks


Video: Paul Farmer, Rethinking Health and Human Rights, UC Berkeley Lecture, 2009. Available at: https://www.youtube.com/watch?v=lwy22pXrig8 (watch to 50 minute mark only)

Class #2 – January 11, 2019 - Theoretical Underpinnings

Key concepts: different meanings of human rights, global/local, moving beyond binaries, networks, mapping the middle, vernacularization, hybridity, translation, actor network theory

Readings:
Goodale, Mark

Engle Merry, Sally

Cressman, Darryl
2009 A Brief Overview of Actor-Network Theory: Punctualization, Heterogeneous Engineering & Translation. ACT Lab/Centre for Policy Research on Science & Technology (CPROST), School of Communication, Simon Fraser University. Available at: http://faculty.georgetown.edu/irvinem/theory/Cressman-ABriefOverviewofANT.pdf
Class #3 – January 18, 2019 - Further Theoretical Orientation - Revival of Primary Health Care

Key concepts: Primary health care movement, rise of neoliberalism, structural adjustment, Washington consensus, growth of global health foundations and private/public organizations, political economy

Readings:
Cueto, Marcus


Katz, Alison

Katz, Alison

Suggested viewing:
Film: Life and Debt (DVD 2003, 86 minutes)

Class #4 – January 25, 2019 - Gender and Health: Part I – Embodied Inequality

Key concepts: CEDAW, gender-based violence as discrimination, cultural legitimacy, gender and health, maternity care, embodied inequality, social exclusion

Readings:
Engle Merry, Sally

Houweling, Tanja, Carine Ronsmans, Oona Campbell, and Anron Kunst

Spangler, Sydney
Suggested Viewing:
Film: *Sister – An Intimate Portrait of a Global Crisis* (2013, 86 minutes, streaming, can be found in the Kanopy database)

Class #5 – February 1, 2019 - Gender and Health – Part II – Gender Based Analyses in Policymaking

Key concepts: sex and gender, cross-cultural conceptualizations of gender, intersectionality, gender-based analysis (GBA), GBA+

Readings:
Connell, Raewyn

Hankivsky, Olena

Health Canada

Government of Canada

Government of Canada

Class #6 – February 8, 2019 - Housing as a Human Right

Key concepts: social exclusion, housing first, structural prevention, systems prevention, early intervention, eviction prevention, housing stabilization, duty to assist

Readings:
Macnaughton, Eric et al
2017 Moving Evidence into Policy: The Story of the At Home/Chez Soi Initiative’s Impact on Federal Homelessness Policy in Canada and its Implications for the Spread of


**Suggested Viewing:**
Film: *Storied Streets* (2014)

**Class # 7 – February 15, 2018 - Access to Medicines**

Key concepts: drug access as a human right, fiscal framing, policy reform, pharmacare

**Readings:**


Law, M., F. Clement, and T. Dinh 2018 Assessing the Option for Pharmacare Reform in Canada. Ottawa: Conference Board of Canada. Available at: https://www.conferenceboard.ca/temp/e60f38a9-c495-42fb-801a-5dce8d6741f0/9970_PharmaReform-RPT.pdf

**Suggested viewing:**
Film: *Fire in the Blood: A Tale of Medicine, Monopoly and Malice* (2013, 85 minutes, streaming, can be found in the Kanopy database)

**Class # 8 – March 1, 2019 - Indigenous Health in Canada – Part I**

Key concepts: inequality, inequities, Indigenous knowledges and worldviews, colonization/decolonization, youth suicide, participatory and equitable policymaking

**Readings:**
Adelson, Naomi

Suggested Viewing:
Film: Muffins for Granny

Class #9 – March 8, 2019 - Indigenous Health in Canada and Globally – Part II

Key concepts: please refer to previous week

Readings:
Talaga, Tanya

Jackson, Jean E.

Suggested Reading:
King, Thomas

Class # 10 – March 15, 2019 - Health Risk and Resilience

Key concepts: risk and resilience, identity, culture, mental health, conflict settings, childhood/adolescence, sustainable health practice, equity-focused policy

Readings:
Panter-Brick, Catherine

Eggerman, Mark, and Catherine Panter-Brick

Chandler, M., and C. Laonde

Class #11 – March 22, 2019 - Measuring and Evaluating Health as a Human Right
Key concepts: indicators in global governance, “evidence”-based funding, quantifiable and measurable outcomes, knowledge production

Readings:
Merry, Sally Engle

Mills, Lisa

Halles, Molly

Class #12 – March 29, 2019 - Course Wrap-Up and Review

Essay Due

Class wrap-up and brainstorming for going forward.