



Course and Examination Fact Sheet: Spring Semester 2022

6,314: Global Health Governance

ECTS credits: 4

Overview examination/s

(binding regulations see below)

Decentral - Presentation (in groups - all given the same grades) (30%)

Examination time: term time

Decentral - examination paper written at home (individual) (70%)

Examination time: term time

Attached courses

Timetable -- Language -- Lecturer

[6,314,1.00 Global Health Governance](#) -- Englisch -- [Eckl Julian](#)

Course information

Course prerequisites

An interest in global health is advisable.

Learning objectives

The course will help students to develop subject-specific competences in the field of global health governance as it presents itself from different perspectives. This will allow them to follow both discussions among practitioners and exchanges among academics. At the same time, they will be able to link issues of global health governance to competencies that they have in other areas; for example, they will be in a position to identify political, legal, and financial aspects of global health governance. Against the background of these competencies, they will eventually be able to develop their own practice-related or academic project (e.g. a critical evaluation of existing health policies or research on a neglected aspect of global health).

Course content

Global health governance is characterized by cycles of crisis and neglect. While pandemics dominate headlines, health-related problems quickly fall into oblivion during "normal times". Moreover, just like peace or development, health is one of those issues that receive broad support when they are discussed as general goals of international society but cause heated controversies when specific policies for their achievement are proposed. Actually, the closer one investigates international debates about health, the more lines of conflict emerge. While some of these conflicts appear to be of a more technical-biomedical kind, most of them refer to larger societal, political, legal, and economic questions.

The conflict over access to medical tools is an illustrative case in point. Some people see very few problems with the contemporary political economy that structures the development, production, distribution, and consumption of medical tools. Others disagree and criticise that the overreliance on market mechanisms to identify research areas and to determine prices leads to flawed research priorities and denies large parts of the world's population access to existing medical tools (e.g. in the fight against Covid-19) while corporations can use their intellectual property rights to make monopoly profits.

But it is not only the conflicts over such biomedical solutions to health problems that cause headaches. Often, there is even disagreement over the issue of what causes ill-health and who is responsible for it. For example, some observers argue that the contemporary obesity epidemic would be the responsibility of the food industry that adds too much fat and sugar to its products while advertising them aggressively and even to children; by contrast, industry representatives point out that people simply do not engage in enough physical activity. While the former tend to call for more public regulation of the food industry, the latter often emphasise that more sports is the answer and that consumers, who know best what is good for them, have a right to buy the kind of food that they like the most. From yet another perspective, both positions are potentially problematic since they



display a tendency to stigmatize people who do not conform to a social (weight) norm; this third position also raises the general issue of how and by whom the boundary between health and illness is actually to be defined.

While public health has always been more controversial than one would expect, matters have become even more complex in the last decades when more and more health issues became transnational issues. The classic example for this development are infectious diseases (e.g. Covid-19, swine flu/H1N1) whose potential to affect populations in all corners of the world has greatly been enhanced through globalization. This increasingly transnational character of health problems raises anew the perennial question of what international organizations and actors should be allowed to have a say on health matters. Formally, the World Health Organization (WHO) would be the obvious candidate but in reality a multitude of public and private actors have meanwhile joined the field.

In introducing students to global health governance, the seminar will familiarize them with central actors, contemporary issues, and major conflicts that shape this interesting and dynamic field. A particular attention will be paid to the WHO that was set up "to act as the directing and co-ordinating authority on international health work" (Article 2 of WHO's constitution) and that has a dual role as a forum and as an actor. Moreover, the problems covered in the seminar will often speak to more general questions of global governance and international political economy.

Course structure and indications of the learning and teaching design

For each session, readings will be announced that students have to prepare before coming to class. Moreover, students will sometimes be requested to conduct practical exercises as a preparation for class. Usually, the exercises will be assigned after class and will have to be completed until the following week. Both the readings and the exercises will be discussed in class. Throughout the semester, students will have to document their learning experience in a learning journal that serves as the basis for the first part of the term paper.

In addition to the weekly assignments on which students work individually, there will be a group-work assignment that runs for several weeks and whose results will be presented in class.

Finally, students will have to write their term papers individually.

Course literature

The literature will be announced on the digital learning platform in the course of the semester.

Additional course information

In the case of the President's Board having to implement new directives due to the SARS-CoV-2 pandemic in SpS2022, the course information listed above will be changed as follows:

- The course is conducted online via a video conferencing platform.
- The recordings of the course are available for 30 days.
- The lecturer informs via the digital learning platform on the changed implementation modalities of the course.

The examination information listed below would be changed as follows:

- The presentations are conducted online and recorded.
- There are no changes necessary regarding the term papers.

Examination information

Examination sub part/s

1. Examination sub part (1/2)

Examination time and form

Decentral - Presentation (in groups - all given the same grades) (30%)

Examination time: term time



Remark

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Examination-aid rule

Practical examination

No examination-aid rule is necessary for such examination types. The rules and regulations of the University of St. Gallen apply in a subsidiary fashion.

Supplementary aids

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Examination languages

Question language: English

Answer language: English

2. Examination sub part (2/2)

Examination time and form

Decentral - examination paper written at home (individual) (70%)

Examination time: term time

Remark

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Examination-aid rule

Term papers

Written work must be written without outside help according to the known citation standards, and a declaration of authorship must be attached, which is available as a template on the StudentWeb.

Documentation (quotations, bibliography, etc.) must be carried out universally and consistently according to the requirements of the chosen/specified citation standard such as e.g. APA or MLA.

The legal standard is recommended for legal work (cf. by way of example: FORSTMOSER, P., OGOREK R., SCHINDLER B., Juristisches Arbeiten: Eine Anleitung für Studierende (the latest edition in each case), or according to the recommendations of the Law School).

The reference sources of information (paraphrases, quotations, etc.) that has been taken over literally or in the sense of the original text must be integrated into the text in accordance with the requirements of the citation standard used. Informative and bibliographical notes must be included as footnotes (recommendations and standards e.g. in METZGER, C., Lern- und Arbeitsstrategien (latest edition)).

For all written work at the University of St.Gallen, the indication of page numbers is mandatory, regardless of the standard chosen. Where page numbers are missing in sources, the precise designation must be made differently: chapter or section title, section number, article, etc.

Supplementary aids

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Examination languages

Question language: English

Answer language: English

Examination content

Presentations: Students work in groups. Each group analyses a global health problem. The insights are shared and discussed with the other members of the course. The presentations can be conducted in a classic slides-based or in a more innovative format.

Term papers: Students work individually. Term papers have two parts. The first part gives an account of the student's learning



experience throughout the semester and builds on a learning journal that is structured around individual sessions but accounts also for activities outside of the classroom - in particular the preparatory work for the individual sessions and the group work. The second part of the term paper builds on the insights gained in the course of semester and analyses a global health problem that requires action by practitioners and/or further research by academics.

Examination relevant literature

The compulsory part of the literature that will be announced on the digital learning platform in the course of the semester will also serve as the minimum reading requirement. All such materials will be announced by the last session. For the purpose of both the group work and the term paper, students will have to identify and read literature beyond the minimum reading requirement.

Please note

Please note that only this fact sheet and the examination schedule published at the time of bidding are binding and takes precedence over other information, such as information on StudyNet (Canvas), on lecturers' websites and information in lectures etc.

Any references and links to third-party content within the fact sheet are only of a supplementary, informative nature and lie outside the area of responsibility of the University of St.Gallen.

Documents and materials are only relevant for central examinations if they are available by the end of the lecture period (CW21) at the latest. In the case of centrally organised mid-term examinations, the documents and materials up to CW 12 are relevant for testing.

Binding nature of the fact sheets:

- Course information as well as examination date (organised centrally/decentrally) and form of examination: from bidding start in CW 04 (Thursday, 27 January 2022);
- Examination information (regulations on aids, examination contents, examination literature) for decentralised examinations: in CW 12 (Monday, 21 March 2022);
- Examination information (regulations on aids, examination contents, examination literature) for centrally organised mid-term examinations: in CW 12 (Monday, 21 March 2022);
- Examination information (regulations on aids, examination contents, examination literature) for centrally organised examinations: two weeks before the end of the registration period in CW 15 (Monday, 11 April 2022).