Graduate Studies, Office of the Dean
York University

230 York Lanes - 4700 Keele Street
Toronto, ON, Canada M3J 1P3

Tel: (416) 736-5521
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New Course Proposal Form

The following information is required for all new course proposals. To facilitate the review/approval process, please use the headings below (and omit the italicized explanations below each heading).

1. **Program:** Masters and PhD in Global Health

2. **Course Number:** GH 6000

3. **Credit Value:** 6.0

4. **Long Course Title:** Fostering Transformative Change in Global Health

5. **Short Course Title:** Global Health Core Course

   This is the title that will appear on University documents where space is limited, such as transcripts and lecture schedules. The short course title may be a maximum 40 characters, including punctuation and spaces.

6. **Effective Session:** Three one-week (26 hour) modules

7. **Calendar (Short) Course Description:**
   This is the description of the course as it will appear in the University course repository and related publications. Calendar (short) course descriptions should be written in the present tense and may be a maximum of 60 words. Please include information with respect to any pre-/co-requisites and/or crosslisting or integration in the course description. Please indicate if the language of instruction is other than English.

   Comprised of course modules that offer a range of disciplinary lenses through which to analyse and transform global health issues:

   1. How do people see the world? (Global and Non-state Actor Policy Frameworks)
   2. How do researchers understand the world? (Methodologies and Global Health: systems thinking, complex evaluation)
   3. How do leaders change the world? (Governance, Ethics and Law)

8. **Expanded Course Description:**
   This is the detailed course description that will be published in course outlines, program handbooks, etc. Expand upon the short description in order to give academic approval committees a full and clear sense of the aims and objectives of the course and the types of materials it will cover.

   Three course modules draw on a range of disciplinary approaches to foster a critical, problem solving perspective. An interdisciplinary understanding of global health issues and of solutions to address them will be developed. The first module, '*How do people see the world?*' immerses students in a range of public policy theoretical lenses to support their analyses of global health policy. In doing so, it clarifies government and non-state actor perspectives to emphasize how the world is seen from

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different views. The second module, '*How do researchers understand the world?*' considers a range of research approaches that may be drawn on to study global health issues such as systems thinking and complex evaluation. It includes an exploration of complex adaptive systems and draws on qualitative and quantitative research designs and methods to gather evidence concerning potential solutions. It also includes design concepts to address potential solutions. The third module, '*How do leaders change the world?*' incorporates legal, ethical and transnational governance perspectives. The module incorporates issues of health and human rights and legal mechanisms, norms, standards and procedures that may be used to support public policy. It will also consider national and transnational security by addressing issues of the global commons and the nature of the leadership needed to realize change on a local and global scale.

9. Course Learning Outcomes

(Necessary for Quality Assurance approval and cyclical program reviews)
What will students be able to do upon completion of this course specifically?

In the first module, students will be able to:
1. Describe the international and transnational politics that shape global health governance
2. Critically assess the historical role and current function of international health institutions
3. Analyze health policy trends unfolding in global and Canadian contexts
4. Apply critical theories that pose questions and provide concepts to understand how global power operates in health governance
5. Evaluate the mechanisms of global health institutions and the strategies of global health leaders who collaborate to manage conditions that transcend state borders
6. Evaluate the different mechanisms of global health governance (e.g. International Health Regulations)

In the second module, students will gain an understanding of a range of methodological approaches, including complex adaptive systems, systematic and scoping reviews. Students will be able to:

1. Describe the methodological challenges and opportunities when conducting global health research and evaluation
2. Compare and contrast different research paradigms and notions of evidence in a global health context
3. Critically assess the unique role that systems thinking and complexity science play in addressing global health challenges
4. Critically assess the potential role and use of design concepts to support transformative change
5. Design a research protocol or evaluation plan to address a global health issue

In the third module, students will be able to:
1. Describe the diversity of principles, rules, norms, and decision-procedures that shape global health policy and practice
2. Deconstruct global health issues from an ethical and legal perspective
3. Design a theory of change for addressing a global health challenge
4. Evaluate strategies for changing principles, rules, norms, and decision-procedures to improve global health
5. Critically assess the role of transformational leadership in catalyzing change in global health

10. Rationale:

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Please indicate how the proposed course will contribute to the academic objectives of the program. Please provide a description of the learning outcomes/objects for the course. As well, please indicate the relationship of the proposed course to other existing options, particularly with respect to focus/content/approach. If overlap with other existing courses exists, please indicate the nature and extent of consultation that has taken place. Additionally, please append the graduate program's existing learning outcomes as a separate document.

The course learning objectives will support the academic objectives of the Program by enabling students to:

1. Describe a range of theoretical lenses used to study governance, global health public policy, legal and ethical issues.
2. Analyze the political, governance, legal and ethical issues that affect global health, and be equipped to deconstruct an issue from a political, governance, ethical and legal perspective.
3. Apply theoretical concepts to current challenges, debates and questions by identifying an appropriate research design and methodological approach to analyse or evaluate a particular global health policy issue.
4. Transfer theoretical and practical ideas to new contexts by applying complex adaptive systems theory to the development of an evaluative framework.
5. Align their research questions with appropriate research methodologies by comparing and contrasting different research paradigms and notions of evidence in a global health context.
6. Engage in independent inquiry by identifying appropriate research methods and conducting a systematic or scoping review.
7. Assess leadership approaches required to guide the creation of meaningful solutions to global health issues, and the extent to which such leadership exists to guide the development and implementation of policy approaches to contemporary global health challenges.
8. Describe the extent to which their research will contribute to new knowledge and the limits of their knowledge and their research contributions.
9. Demonstrate communication skills by developing written and oral scholarly work and using scholarly and media modes to communicate their research.

11. Evaluation:
Please supply a detailed breakdown of course requirements, including the type and percentage value of each assignment. The expectation is that course assignments can normally be accomplished within the course period. If applicable, details regarding expectations and corresponding grading requirements with respect to attendance and participation should be provided.

The course requirements include:

All modules: Reading of course materials prior to the sessions.

Module 1: A 15-page critical essay in a governance theory is applied to guide the analysis of a global health policy issue. Through the essay, students synthesize the literature to discuss factors in the political economy that affect how the issue was perceived and addressed including the nature of the multilateral cooperation and network engagement that fostered or hindered its resolution.

Module 2: A 10-page proposal to evaluate a particular policy issue that includes a methodological approach including a section that discusses a potential research design that would generate evidence concerning a possible approach to address the issue.
Module 3: A 15-page paper in which the student addresses a global health issue and draws on the literature to considers the manner in which it could be resolved by considering ethical, legal and governance approaches.

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12. Integrated Courses:

Graduate courses may be integrated only with undergraduate courses at the 4000-level, where it is understood that 4000-level indicates an advanced level. Graduate students will be expected to do work at a higher level than undergraduates. If the proposed course is to be integrated, please provide a grading scheme that clearly differentiates between the work that undergraduate and graduate students perform, including a description of how the work performed by graduate students is at a higher level. As well, please indicate the course information for the undergraduate course (i.e., Faculty/unit/course number/credit value) and include a statement from the relevant undergraduate chair or undergraduate director indicating agreement to the integration.

13. Crosslisted Courses:

Crosslisted courses are offered between two or more graduate programs. For crosslisted courses, please include a statement of agreement from the director of the other graduate program(s).

There are no cross-listed courses.

14. Faculty Resources:

Provide the names of faculty members in your program qualified to teach this course. Stipulate the frequency with which you expect this course to be offered, including the impact that this course will have on faculty resources.

Different faculty members are available to teach the range of modules:
Module 1: Professors Steven Hoffman, James Orbinski, Mathieu Poirier, Amrita Daftary and Mary Wiktorowicz
Module 2: Professors Oghenowende (Ede) Eyawo, Tarra Penney, Amrita Daftary and Mathieu Poirier
Module 3: Professors Adrian Viens and Steven Hoffman

15. Physical Resources:

Please provide a statement regarding the adequacy of physical resources (equipment, space, labs, etc.), including whether or not additional/other physical resources are required and how the need for these additional/other physical resources will be met.

The program will draw on the physical resources of York University. The course would benefit from access to the *Global Health Database* (OVID), and a librarian with expertise in conducting systematic and scoping reviews.

16. Bibliography and Library Statement:

Please provide an appropriate and up-to-date bibliography in standard format. A statement from the University librarian responsible for the subject area certifying that adequate library resources are available for the new course must be provided.

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Bibliography

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Buchanan, A. and Robert O. Keohane, 'The Legitimacy of Global Governance Institutions', *Ethics and International Affairs*, 20 (2006), pp. 405–37.

Hale, T. N. and Held, D. (2018) 'Breaking the Cycle of Gridlock', *Global Policy*, 9 (1), pp. 129–137.

Fallah-Fini, S., Rahmandad, H., Hsin-Jen, C., Xue, H., & Want, Y. (2013). Connecting micro dynamics and population distributions in system dynamics models. *Syst Dyn Rev*, *29*(4), 197–215. https://doi.org/10.1002/sdr

Farnese PL, The prevention imperative: International health and environmental governance responses to emerging zoonotic diseases. *Transnational Environmental Law*. 2014; 3(2): 285-309.

Finnemore, Marha and Kathryn Sikkink (1998). International Norm Dynamics and Political Change. *International Organization* 52: 887-917. http://journals.cambridge.org/ abstract_S0020818398440608

Glied, S. and P. Smith. Eds. 2011. The Oxford Handbook of Health Economics. Oxford: Oxford University Press.

Howlett M. *Designing public policies: Principles and instruments*. Abingdon: Routledge; 2019.

Krieger, N. (2011). *Epidemiology and the people's health: theory and context*. Oxford University Press.

Luk Van Langenhove. 2010. The transformation of multilateralism: Mode 1.0 to Mode 2.0. *Global Policy* 1(3): 263-270.

Mahoney, J., & Thelen, K. (2010). A theory of gradual institutional change. In J. Mahoney & K. Thelen (Eds.), *Explaining institutional change: Ambiguity, agency, and power* (pp. 1-37). Cambridge, NY: Cambridge University Press.

Martinez-Moyano, I. J., & Richardson, G. P. (2013). Best Practices in System Dynamics Modelling. *Syst Dyn Rev*, *22*(22), 2006. https://doi.org/10.1002/sdr

McNally, K. and Orbinski, J. (2017) 'Humanitarianism: Stagnation, Fragmentation and Possibilities', in T. Hale, D. Held, K. Young, C. V.Duran, A. Klasen, T. St John, A. Florini, K. McNally, et al. Beyond Gridlock. Cambridge: Polity Press, pp. 123–141.

Meadows, D. H. (2008). *Thinking in systems: A primer*. (D. Wright, Ed.). Vermont: Chelsea Green Publishing.

O'Donnell, O., van Doorslaer, E., Wagstaff, A., & Lindelow, M. (2008). Analyzing Health Equity Using Household Survey Data; A Guide to Techniques and Their Implementation. Washington, D.C.: The World Bank.

Pierson, P. (2011). *Politics in time: History, institutions, and social analysis*. Princeton University Press.

Putman, Robert. Diplomacy and Domestic Politics: The Logic of Two-Level Games. 1988. *International Organization*, 42(3): 427-460. http://www.jstor.org/stable/2706785

Richardson, G. P. (2012). Concept models in group model building. *Syst Dyn Rev*, *29*(1), 42–55. https://doi.org/10.1002/sdr

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Stone D. (2012) Policy Paradox: The Art of Political Decision Making (3rd edition). New York, USA: WW Norton & Company

Walker B, Barrett S, Polasky S, et al. Looming global-scale failures and missing institutions. *Science*. 2009; 325(5946): 1345-1346.

Williams, B., & Hummelbrunner, R. (2010). *Systems concepts in action: a practitioner's toolkit*. Stanford University Press.

Please submit completed forms and required supporting documentation by email to the Coordinator, Faculty Governance – fgsgovrn@yorku.ca

New Course Proposal Form

1. **Program:** School of Global Health

2. **Course Number:** GH 6100

3. **Credit Value:** 6.0

4. **Long Course Title:** Critical Problem Solving for Priority Issues in 21st Century Global Health

5. **Short Course Title:** Critical Problem Solving in Global Health

6. **Effective Session:** Fall and Winter Terms

7. **Calendar (Short) Course Description:**

This seminar course critically examines interdisciplinary approaches and scientific and technical innovations in 1)Planetary Health, 2)Global Health and 3)Humanitarianism and Global Health Foresighting as examples of Global Health issues that affect individuals and populations, and that are best – though not exclusively – addressed at the level of global commons. It uses a critical social sciences problem-solving perspective, and is guided by the principles of equity, effectiveness and excellence in global health science, policy and practice.

8. **Expanded Course Description:**

This structured seminar course considers Global Health at the nexus of science, policy and practice. It examines Global Health issues as they affect individual and population health, and that are best – though not exclusively – addressed at the level of global commons. Guided by a critical social sciences problem-solving lens grounded in the principles of effectiveness, excellence and equity, the seminar course explores interdisciplinary approaches and scientific and technical innovations in the three research themes of Dahdaleh Institute: 1) Planetary Health, 2) Global Health and Humanitarianism, and 3) Global Health Foresighting. The course instructor and invited Global Health scholars and leaders who use interdisciplinary lenses in addressing these themes, will illuminate challenges and solutions arising from their research, policy or practice.

While situating the examination of these issues within a particular political and historical context, students will examine how Global Health principles of equity, excellence and effectiveness can shape health issues of the global commons. A close examination of these principles – as well as other critical dimensions of inquiry such as rationality, power and equity – will allow students to adopt an interdisciplinary critical problem solving lens to the challenges and solutions presented by Global Health scholars. Through an equity lens, students will also explore emerging scientific methods and technical innovations which contribute to increased effectiveness and efficiency of global health interventions.

Seminar presentation and leadership enable student engagement with diverse perspectives in the three research themes; they enable students to examine change processes while learning from field leaders who address timely issues from interdisciplinary lenses; and they foster the application of theories to real-world issues, incorporating dimensions of problem-based curriculum and experiential education.

The course will be offered on an annual basis and provided through 12 weekly two hour seminars. Each seminar will be structured as follows:

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- 5 minutes: Welcome and Housekeeping
- 20 minutes: Student presentation
  30 minutes: discussion
- 20 minutes: Instructor or Guest discussion
- 30 minutes: discussion
- 10 minutes: Conclusion and overview of readings for the next seminar

The following is a list of selected and potential topics for this Seminar series:

1. **Seminar Outline and Overview**

2. **Priority Health Issues of the Global Commons as they affect individual and population health**

3. **Critical Problem Solving for Equity, Effectiveness and Excellence in Global Health**

4. **What is an "annotated bibliography" vs. "scoping review"?**

5 &6. **Planetary Health: Potential Seminar Topics**
- Modelling and Scenario Planning of the health impacts of climate change in Malawi, and Paraguay
- Modelling and Simulation of the health impacts of increasing water salinity in Bangladesh
- Artic Indigenous and Inuit People's Health and Wellbeing
- Indigenous and Non-Indigenous Youth Conceptions of Planetary Health and Wellbeing
- Humanity's Ecological Footprint and Global Health

7&8.**Global Health and Humanitarianism: Potential Seminar Topics**
- Artificial Intelligence-enabled Safe Water Optimization Tools for humanitarian response;
- Chemical water quality and adverse outcomes for children with acute malnutrition;
- Decision support technologies and tools for safe water systems design;
- Drone-enabled rapid flood mapping and monitoring for refugee and IDP camps;
- History, policy and practice of humanitarianism
- Climate Change, Migration and Global Health

9. **Pandemic Preparedness and Response: From Spanish Flu to COVID-19 and Beyond**

10&11. **Global Health Foresighting: Potential Seminar Topic**
- Antimicrobial Drug Resistance and ONE Health
- Disaster and Health Emergency simulation, training and research
- Ethics and governance of data in global health
- Tuberculosis as a Global Health Priority
- A global perspective on Internet pharmacies and Equitable Access to Pharmaceuticals
- Alternative Finance Mechanisms for Global Health

12. **Summary and Conclusions; Seminar Evaluation**

9. Course Learning Outcomes

Students will gain an understanding of critical analyses of global health policy issues through an interdisciplinary lens. Students will:

1. describe the manner in which global health issues are framed from a particular theoretical lens to enable students to deconstruct them from policy, ethical and legal perspectives.
2. analyse global health governance, legal and ethical issues;

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3. describe a range of methodological approaches, including complex adaptive systems demonstrated in current research to support their application of these approaches.
4. identify appropriate research design and methodological approaches and their application in the analysis of specific issues.
5. gain experience in how concepts of design theory are applied in the identification of meaningful solutions to global health issues.
6. enhance their communication and presentation skills.

10. Rationale

As well as accepting graduate students from across the university, the course will be mandatory for students in the Global Health PhD Program. Through presentations and discussions of real world global health issues and research approaches, the seminar course will offer an applied critical problem solving approach for priority global health challenges, and to the concepts addressed in the core course. The seminar learning objectives will support the academic objectives of the Program by enabling students to:

1. Attain a more in depth understanding of how global health issues can be deconstructed from a governance, ethical and legal perspective and solution-oriented approaches to the dilemmas.
2. Incorporate an understanding of complex adaptive systems within an evaluative framework demonstrated in research presentations.
3. Gain exposure to a range of research designs and methodological approaches in the analysis or evaluation of a particular issue.
4. *Enhance their familiarity with concepts of knowledge design theory and their application to real world issues.*
5. *Gain a greater understanding of the nature of leadership and multilateral cooperation required to guide the creation of solutions to global health issues that are equitable, effective, and based in a commitment to excellence in science, policy or practice.*
6. *Enhance their communication and presentation skills.*

11. Evaluation:

Each Seminar will consist of a 20 minute student presentation with *Presi* or *PowerPoin*t slides, and a 20 minute faculty or guest presentation. Each presentation will be followed by 30 minutes of discussion led by the presenter and moderated by the course instructor. Each student will prepare and present one seminar using core readings, and up to two additional readings selected in consultation with the instructor. Based on the readings, each student will submit a 500 word commentary on the student seminar topic. Five commentaries will be required (commentaries on the first two seminars are mandatory), while others are optional but encouraged. Midpoint in the seminar series, students will submit an annotated bibliography for their final 2500 word commentary.

- **Seminar participation: 40%.** Students are expected to engage with the readings and participate actively during the discussions. Each of the five 500 word commentaries will count for 10% of the final grade. The first two commentaries can be resubmitted with revisions and regraded as many times as the student wishes. Commentaries are to be written in English and in the third person; footnoted (using APA style), and will be graded on argument and evidence (50%), syntax (25%), and grammar (25%).
- **Seminar Presentation: 20%.** A Critical Problem Solving perspective on the selected seminar theme. Evaluatoin will be on clarity of their presentation, and their leadership in the subsequent seminar discussion.
- **Annotated bibliography: 15%.** At Seminar Seven, students will submit an annotated bibliography in anticipation of their final commentary.
- **Final Commentary: 25%.** At Seminar Twelve, students will submit a final 2500 word commentary on a seminar topic different from any of their five prior commentaries. This may be on their seminar presentation topic.

12. Integrated Courses:

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TBD

13. Cross-listed Courses:

There are no cross-listed courses.

14. Faculty Resources:

The course will be led by Dr. James Orbinski. Guest scholars and leaders who may be invited will present their global health research and initiatives in person, or through Zoom, Microsoft Teams, or via Webinar. Where appropriate, access to recorded webinars will be provided to participants before class. For each of the three thematic foci, other York University faculty and DIGHR Post-Doctoral Fellows and Community Scholars that may be invited to present their research and initiatives include:

York Faculty

Name	Department/Unit; Faculty	Contributions
1. James Orbinski	School of Global Health; Faculty of Health	Planetary health, Global health and humanitarianism
2. Harris Ali	Sociology; LAPS	Ebola and community-based approaches to health
3. Aijun An	Computer Science; Engineering	Data Mining and machine learning. PhD committee for T. Kreutzer
4. Lora Appel	School of Health Policy and Management; Health	Virtual Healthcare& Digital platform design. PhD Committee T. Kreutzer
5. Ali Asgary	ADERSIM; LAPS	Agent and Systems modelling in disease, disaster and emergency
6. Idil Boran	Philosophy; LAPS	Governance and nature-based solutions to human and planetary health
7. Satinder Brar	Civil Engineering; Engineering	Humanitarian Water Engineering
8. Martin Bunch	Environmental Studies	Studies Ecological Footprint and Health / CAS modelling and Health
9. Amrita Daftary	School of Health Policy and Management; Health	Community Based and qualitative approaches to TB
10. Jose Etcheverry	Environmental Studies	Alternative Energy and resilience systems and planetary health
11. Oghenowede Eyawo	School of Kinesiology and Health Science; Health	HIV and Tuberculosis in Nigeria
12. Sarah Flicker	Environmental Studies	Community based methods in Adolescent Sexual Reproductive Heath
13. Stephen Gill	Political Science; LAPS	Global Political Economy and Planetary Health
14. Jane Heffernan	Centre for Disease Modelling; Science	Mathematical Modelling of Infection, Immunity and Ecology
15. Sean Hillier	School of Health Policy and Management, Health	Policy impacts on remote indigenous Communities
16. Steven Hoffman	School of Health Policy and Management, Health	Global Health Law, policy and governance; AMR
17. Jennifer Hyndman	Centre for Refugee Studies, Geography; LAPS	Migration, conflict and security
18. Michaela Hynie	Centre for Refugee Studies, Psychology; Health	Displacement, marginalization, migration and human rights
19. Roger Keil	Cities Centre; Environmental Studies	global suburbanization, urban political ecology &regional governance.

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20.	Usman Khan	Civil Engineering; Engineering	Water quality, flood risk and climate change impacts
21.	Maggie MacDonald	Anthropology; LAPS	Medical anthropology, maternal child health
22.	Paul McDonald	School of Health Policy and Management; Health	Health services utilization
23.	George Monette	Mathematics and Statistics; Science	Mathematics, Statistical methods and modelling and health
24.	Marina Morrow	School of Health Policy and Management; Health	Mental Health and critical health policy
25.	Eric Mykhalovskiy	Sociology; LAPS	Sociology of health and health care, HIV, institutional ethnography
26.	Spiros Pagiatakis	Earth and Space Science; Engineering	Earth Systems dynamics, Data Analytics
27.	Tarra Penney	School of Global Health; Health	National and global food security for human and planetary health
28.	Beryl Pilkington	School of Nursing; Health	Community health in refugee settings; LMIC nursing workforce capacity
29.	Mathieu Poirier	School of Kinesiology and Health Science; Health	Health equity metrics and social and political determinants of health
30.	Craig Scott	Law	International law; online AI augmented deliberative digital platforms
31.	Harvey Skinner	School of Global Health; Health	Personal and planetary health and wellbeing
32.	Kate Tilleczek	Young Lives Research Laboratory; Education	Global youth education platforms for planetary health and wellness
33.	Adrian Viens	School of Health Policy and Management; Health	Public health ethics, legal theory and public policy
34.	Mary Wiktorowicz	School of Global Health; Heath	Global Health governance, AMR, zoonotic disease, and mental health.
35.	Jianhong Wu	ADERSIM; Science	Mathematical modelling of disease, individual & population immunity.
36.	Anna Zalik	Environmental Studies	global environmental politics and critical development studies

Research Fellows

Fellow	Name	Focus	Contributions
PH	James Stinson	Planetary Health & Indigenous Peoples - Health & Wellbeing Education	• Awarded SSHRC Connection Grant application • Submitted SSHRC Partnership Engage Grant application
PH	Byomkesh Talukder	Planetary Health Fellow	• Submitted IMMANA Grant application
PH	Mark Terry	Planetary Health & Film - Ecological Footprint Initiative Geo-Doc Project	• Awarded a SSHRC Connections Grant • Added 60 films produced by the global community of youth to the UN partner program known as The Youth Climate Report • Organized, hosted group of Inuit youth at COP25 UN climate summit, Madrid
GH H	Syed Imran Ali	GH & Humanitarianism Fellow	• Awarded Grand Challenge Canada - Humanitarian Grand Challenge Grant • Launched beta version of the Safe Water Optimization Tool; https://safeh2o.app/ • Chemical Water Quality & Malnutrition project

GH H	Maissaa Almustafa	GH & Humanitarianism - Health & Wellness of Refugees & Migrants	• Co-Applicant on SSHRC Insight Development Grant
GH H	Rhonda Ferguson	GH Law & Food Security - Global Migration and Health	• Co-Applicant on SSHRC Insight Development Grant • Supervised Global Health Practicum student
GH H	Jennie Phillips	GH and Humanitarianism - Digital Ethics & Governance of Health Data in Humanitarian Settings	• Submitted Facebook Content Governance Grant application • Submitted YorkU COVID19 Grant application • Submitted US State Department with Digital Public Square Grant application
GH F	Aria Ahmad	Global Health Foresighting Fellow - Disaster and Humanitarian Emergencies	• Regulatory Framework of Internet Pharmacies • Disaster & Health Emergency Management Working Group
GH F	Lindsay Wilson	Global Health Foresighting Fellow - AMR	(to WHO CC) Antimicrobial Resistance

Community Scholars

Name	Community Organization	Contributions
Carol Devine	MSF	A framework for humanitarian health organisations to anticipate, prevent, prepare for and manage climate-related health risks
James Madhier	Rainmaker Enterprise GH	Provides solar-powered water supply and management systems that create jobs and support livelihoods, health, enable year-round local food production, improve community health, empower women and youth, preserve and regenerate ecosystems, and sustain peace in South Sudan
Joseph Pallant	Blockchain for Climate Change, Ecotrust	Partnered with Accenture to deliver "BITMO Platform" demonstration app illustrating how to issue and exchange Paris Agreement carbon credits on the blockchain

15. Physical Resources:

The Boardroom at the Dahdaleh Institute for Global Health Research seats 18 people and will be used to host and organize the seminar series. It is equipped with all necessary technology (projector, smartboard, internet access and digital wall screen).

Webinars and other online interactions will be carried out through the Zoom platform. YorkU currently holds several licences for Zoom and a request will be made to YorkU for use of access. Recorded webinars and all supporting materials will be hosted in Moodle (or DIGHR website).

16. Bibliography and Library Statement:
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In addition to the list presented below, invited speakers will also contribute with the selection of articles.

1. Problems/Priorities of the Global Commons as they affect individual and population health

Frenk, J., & Moon, S. (2013). Governance Challenges in Global Health. *New England Journal of Medicine, 368*(10), 936- 942. doi: doi:10.1056/NEJMra1109339

Gostin, L. O., & Mok, E. A. (2009).Grand challenges in global health governance.*Br Med Bull*. doi: ldp014 [pii]10.1093/bmb/ldp014

Kaul, I., & Faust, M. (2001). Global public goods and health: taking the agenda forward. *Bull World Health Organ, 79*(9), 869-874. doi: S0042-96862001000900013 [pii]

Lee, K., Sridhar, D., & Patel, M. (2009).Bridging the divide: global governance of trade and health. *Lancet, 373*(9661), 416- 422. doi: S0140-6736(08)61776-6 [pii]10.1016/S0140-6736(08)61776-6

2. Critical Problem Solving for Equity, Effectiveness and Excellence in Global Health

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Please submit completed forms and required supporting documentation by email to the Coordinator, Faculty Governance – fgsgovrn@yorku.ca

Nov 20, 2023

From: Graduate Program in Global Health
Attn: Faculty of Health Graduate Program

Re: Request for Pass/Fail Grading for GH6000 and GH6100

The Graduate Program in Global Health (referred to as the Program, hereon) seeks to have their core courses GH6000 and GH6100 be graded on a Pass/Fail basis for the following reasons. (These attributes of our Program goals are described in the PhD Program Proposal albeit not in the explicit context of grading.)

Our Program has a relatively lower reliance on coursework and greater reliance on individualized learning and skills mastery (developed through an explicit focus on an Independent Learning Plan or ILP which is due in Year 1).

Our students are likely to come to global health from many diverse other disciplines and Master's/professional degrees. They are likely to populate their ILPs with elective courses in other faculties/units that use letter grading. For the time spent within our core courses, we wish to support greater focus on student learning, cohesion, and interdisciplinary student-community building versus competition.

We wish to support students to take chances (risks, even) in forming arguments and testing epistemic stances within assignments, which may then be debated and dialogued through feedback and class discussion, so as to develop critical thinking in the domain of global health. This type of dialogue will be best produced in the context of a Pass/Fail course where students' arguments are not shaped by their interest or focus on achieving a specific letter grade.

I will be pleased to answer questions at the Nov 21 meeting.

Thank you.
Amrita Daftary
Graduate Program Director, School of Global Health

Encl: Approved Course Proposals for GH6000 and GH6100
Cc: Adrian Viens, Chair; Nicole Wilson, Graduate Program Assistant