

A. Dalla Lana School of Public Health: Donald Cole and Anne-Emanuelle Birn

1. CHL5411H - International Health: David Zakus, Richard Glazier

This course treats in-depth issues of health and health care in developing countries from an epidemiological and primary health care (PHC) perspective. The demographic underpinnings of health, the relationships between health and development, criteria for selection of health interventions, issues in implementation of health interventions, and techniques for evaluation of health services are emphasized.

2. CHL5420H - Global Health Research Methods: Lisa Butler

International health research requires skills in cross-cultural sensitivity, negotiation of the roles and expectations of collaborating research partners and adaptation of methodologies (both qualitative and quantitative) to developing country needs and priorities. The primary purpose of this course is to take students through the cycle of partner involvement, design, ethics, implementation, dissemination and utilization of health research in developing countries. Experienced researchers will illustrate this cycle based on their international health research. Demonstration of student learning will be through development of a plan for research in a developing country.

3. CHL5117H - A Global Perspective on the Health of Women and Children: Catherine G. Chalin and Akwatu Khenti

Canadian and international agencies have identified the health of women and children as priority concerns. Many of the students in the graduate programs of the Health Sciences want to work for Canadian government and non-government organizations offering health aid and services around the world. This course will provide the requisite knowledge base for understanding culture, health and health services for mothers and children in the developing world.

4. CHL5118H - International Health, Human Rights and Peace-Building: Catherine G. Chalin and Akwatu Khenti

Many of the factors which influence health happen outside the health sector. While it is traditionally held that population health is influenced by economics, peace and security, education, gender and other factors, recent literature suggests that the relationship between health, economics, peace, security, education and other determinants of health is equally powerful in both directions (i.e. there is no prosperity in an unhealthy nation; there is no wealth, no health, where human rights are abused). The course will look at health and human rights in the context of the global political economy and Canada's role and contribution to international health, human rights and peace building.

5. CHL5903H - Environmental Health: Roland Hosein

This course examines the relationship of the environment to human health and the principles in environmental management. The learning objectives include: a) understanding how pollution of the air, water and soil occurs; the impact on the environment and health; and ways to reduce the impact; b) knowing how to critically analyze any environmental risk situation and, recommend and communicate optimum conditions for risk reduction; c) participating in case studies to develop skills in environmental risk assessment; and d) understanding the socio-political aspects for promulgating regulations and policies to protect the public from environmental risks at a global level.

6. CHL5419H - Empirical perspectives on Social Organization and Health: Cameron Mustard

This course will focus on a selected review of the epidemiological literature which has integrated social factors in the investigation of the distribution of health and illness in society. Course readings will review a selection of important empirical studies contributed by a range of research disciplines investigating the roles played by social, psychological and economic status factors in determining health and illness globally. Emphasis will be placed on identifying the central theoretical and methodological approaches to defining and measuring socioeconomic status in this literature. This course is designed to provide the student with a toolbox of critical analytic frameworks for assessing empirical evidence in the population health sciences, evidence which often derives from a range of research disciplines. The course will also emphasize the identification and appraisal of the policy implications of this research evidence.

7. CHL5421H - Aboriginal Health: Kue Young

The objective of this course is for students to obtain a broader, critical understanding of the pressing health challenges faced by Aboriginal people in Canada, including historical perspectives, the current burden of infectious and non-infectious diseases, and the need for culturally appropriate research and intervention strategies for addressing these challenges. The long-term goal is the development of skills to design projects which are conscious of community perspectives as well as being scientifically unique and innovative. Overview of major topics to be covered: Social, Political and Historical Context; History, Identity, & Culture; Indigenous Knowledge; Historical Demography / Epidemiology; Epidemiologic Transition; Aboriginal Health Systems/Health Governance and Health Evaluation; Urban Aboriginal Health; Mental Health; Environmental Epidemiology; Women's and Children's Mental Health.

8. CHL5115H - Qualitative Analysis and Interpretation

This is an advanced graduate-level course in qualitative research methodology that focuses on the theory, techniques and issues of data analysis and interpretation. The course is designed for students using qualitative methodology in their thesis research. Ideally students will be in the process of analyzing their own research data. Although the topics discussed will be generic to qualitative methodology, the literature, examples and discussion draw heavily on the field of health. Authorship of course readings is international, with much material coming from European sources. The course addresses the interpretation of meaning in socio/cultural/political context, and includes analytic strategies appropriate for cross-cultural and cross-national qualitative research. Prerequisites include at least one prior qualitative methodology course in addition to having one's own data to work on for class exercises. Permission of instructor is needed.

9. CHL5702H - History of International Health: Anne-Emanuelle Birn

This graduate seminar explores the ideologies, institutions, and practices of the field of international health from its imperial origins to the present, covering the role of health in empire-building and commercial expansion; the perennial fears of pandemics and their economic consequences; the "class-ing," "race-ing," and gendering of international health through attention to sex, maternity, fertility, and productivity; and the power and contest over defining and addressing the diseased mind, body, and soul of the non-metropolitan subject. Through examination of historical sources (documents and films) and scholarly research, we will seek to understand the political, scientific, social, and economic underpinnings of the principles and activities of the international health field, its embedded cultural values, and its continuities and discontinuities. The course provides a critical historical perspective on many of the contemporary problems of international health, such as the tensions of (bio)security, humanitarianism, foreign policy, and economic development; the role of international agencies in shaping/responding to local versus global priorities and policymaking; and the struggle over international health's techno-biological, infrastructural, re-distributional, and integrative paradigms of success.

B. Pharmacy: Jillian Clare Kohler

1. PHM1125H - Complementary/Alternative Medicine: Health System and Policy Issues: Heather Boon

This course is designed for students enrolled in the Graduate Departments of Pharmaceutical Sciences, Health Policy, Management and Evaluation and graduate students in other health care professional programs who are interested in exploring the health care system and policy issues related to complementary/alternative medicine (CAM). Examples of the types of CAM discussed are: traditional Chinese medicine and acupuncture, naturopathic medicine, natural health products and homeopathy. Students will have an opportunity to explore how CAM practices and products are regulated in Canada and how these regulations create both challenges and opportunities for the integration of CAM with the rest of the Canadian health care system. Students will be encouraged to analyze issues from a variety of perspectives including that of patients, health care practitioners (both CAM and conventional practitioners), and policy makers. Guest speakers will be encouraged during the interactive class sessions. The class size will be limited to 15 participants to ensure maximum participation and discussion among participants. There are no prerequisites for this course.

2. PHM1124H - Global Pharmaceutical Policy: Understanding the Power and Politics Behind It: J. Kohler

This course is designed for Pharmaceutical Sciences and Global Health Policy students who are interested in the management and analysis of pharmaceutical public policy at the global level and the interrelationship between international and domestic policy issues. The course will remain limited to 20 students to ensure maximum participation and discussion among participants. There are no prerequisites required for this course. The course will introduce students to the basic concepts and issues in international pharmaceutical policy. It will, in addition, make comparisons with Canada, when relevant. Particular emphasis will be placed on how governments in different jurisdictions manage their public health responsibilities, international obligations, and pressure from special interest groups in terms of pharmaceutical policy. We will analyze a breadth of complex policies questions in this course. Examples include: How do pharmaceutical policies in industrialized countries have an impact on policies in developing countries? What political issues influence pharmaceutical policy directions internationally? How do international commitments, such as membership in the World Trade Organization, conflict with or correspond to domestic policy directions and hence national sovereignty? And, what characterizes public policy processes?

C. Health Policy, Management and Evaluation: Andrew Howard

1. HAD5770H - Program Planning & Evaluation: Andrew Howard

This course provides an overview of the current status of program planning and evaluation. Its purpose is to give participants an understanding of the planning and evaluation process, to familiarize them with current program planning and evaluation techniques and to have them develop the skills to apply these techniques to the health and social services sector. Potential applications to health services internationally can be explored.

2. HAD5768H - International Perspectives on Health Services Management: David Zakus

Health systems the world over are trying to meet the demands of constrained resources, growing private sectors, multinational institutions, highly interdependent international economies, and the threat of emerging infectious diseases and porous borders. Canada's role in health development internationally is important; the recent spread of SARS and now the current concern over Asian Bird Flu have demonstrated that it is now more important than ever to address health issues beyond our national borders. Studying health from an international perspective fosters a unique, broad and innovative perspective in health education, research and service delivery. The objectives of this course are to provide an introduction to the global context, international organizations and developing-country health systems; to facilitate the application of health service management theory and practice to international health issues; to learn about the most important issues related to the management of health services at the international level; to develop analytical skills focused on international and global health issues; and to allow for an in-depth investigation into an area of international health services management of the student's choice.

3. HAD5774H - Comparative Health Care Systems: David Zakus

This course presents and facilitates the development of an analysis of major health service delivery and management issues from an international perspective. This can either take the form of a within country or inter-country perspective, focusing on those countries somewhat similar to Canada in socio-economic status, though the opportunity will be present to explore those countries considered poor and middle income, or in transition.

4. HAD5771H - Resource Allocation Ethics: Doug Martin

This course will introduce students to key topics in priority setting (resource allocation ethics). The primary pedagogic technique is student-directed case studies using an explicit ethical framework ('accountability for reasonableness') to develop a better understanding of priority setting in health care institutions, including those in international settings.

D. Anthropology: Daniel Sellen

1. ANT7001H - Medical Anthropology I

This graduate seminar will introduce participants to a range of theories and ethnographic cases in medical anthropology. Topics covered include: the cultural contexts and social constructions of illness in a range of world areas; critical medical anthropology and the political economy of health; the medicalization of human suffering and anthropological critiques of biomedicine; gendered dimensions of illness; and anthropological critiques of and contributions to the field of global health.

2. ANT7002H - Medical Anthropology II

This graduate seminar is a rotating topics course. Students interested in this course should contact the Department of Anthropology to find out the topic in any particular year. Possible topics will include: Gender and Health, Anthropological Contributions to and Critiques of Global Health, Nutrition and Infant Feeding.

3. ANT6003H - Critical Issues in Ethnography I

This course considers the nature of ethnography through close examination of a series of monographs written by anthropologists and contextualized by a few other works. We inquire into the various ends for which ethnographers write and the various means by which they do so. How do ethnographers select from the "infinity of information" to produce reasonably whole and coherent works? We address the content of specific ethnographic works and their context; the relationships between ethnographic fact and anthropological theory; the production of anthropological knowledge; styles of ethnographic narrative; and, most generally, how to read -- and write -- ethnography.

4. ANT6004H - Critical Issues in Ethnography II

The ethnographic monograph has been the classic site of socio-cultural anthropology's unique contribution to understanding. This course entails the close reading of a series of ethnographic monographs and perhaps a few para-ethnographic works. We consider ethnography as a genre and as a source and product of anthropological knowledge as well as a site in which theory is put into practice. The monographs will be reasonably diverse with respect to time of publication, topic, geographic region, style, and theoretical outlook, offering different challenges for how to read and different models for how to write (and conduct research), as well as broadening our knowledge of diverse societies and social forms.

5. ANT6023H - Governmentality, Development and the Improvement of the World

This graduate seminar examines the modern assemblages of power Foucault labelled governmental: those that aim to "conduct" conduct by calculated means, structuring possibilities for action, and setting the conditions or arranging things so that people will be disposed to "behave as they should". Governmentality is concerned with managing, disciplining and regulating individuals, populations and social spaces, in order to sustain and optimize the conditions of life. It operates by identifying anomalies or deficiencies, and attempting to correct them through planned intervention.

6. ANT6040H - Approaches to Fieldwork I

This seminar course explores some of the primary methodological and ethical issues involved in doing ethnographic fieldwork.

7. ANT6041H - Approaches to Fieldwork II

E. Political Science: James Orbinski

1. POL2214 - Global Health in a Changing World: James Orbinski

This multidisciplinary seminar course will critically analyze the contextual factors, forces and actors leading to the emergence of global health as a discipline and practice from its historic origins in international health and public health. It will explore the range of state, interstate and non-state actors and interests as they pertain to: 1) the pursuit of equity in global health, 2) global health priority setting and 3) global health governance. Crosscutting themes will be explored by taking a problem based-learning approach to contemporary issues in global health (such as HIV/AIDS and Extensively drug resistant Tuberculosis; climate change; access to health care and health care technologies such as medicines, vaccines and diagnostics; and access to health care in war and social crisis). The course will end with an analysis of the impact of the 2009 economic crisis, and the food, fuel and climate crises on the contemporary global health agenda. Evaluation will be based on one-page seminar summaries and a seminar presentation and related paper.

2 POL2229H - The G8 and Global Governance 1: J. Kirton

This course examines the development, operation, and participants of the Group of Eight (G8) system of international institutions, its growth and performance as a centre of global governance, and its relationship with the United Nations (UN) galaxy in the post-Cold War, globalizing, post-September 11th world. It begins with an introductory review of competing conceptions of global governance, the role of informal international institutions including the G8 system, and their interaction and contrast with formal legalized multilateral intergovernmental organizations now centered in the UN. It then uses alternative models to describe and explain the performance of the G8 in securing co-operation among, and compliance from, its members, and to evaluate various proposals for G8 reform, including those relating to the G8's "Outreach Five" (O5) and now "Heiligendamm Process" (HP) partners of India, China, Brazil, Mexico and South Africa, to the Group of Twenty (G20) finance ministers and to the Major Economies Meeting 16 for climate change (MEM-16). Attention is next directed at the G8 diplomacy of its members — Canada, the U.S., Japan, Britain, France, Germany, Italy, Russia and the European Union — and its outreach partners such as China. They are explored individually and as they come together in the G8 summit simulation at the end. The course critically explores the proposition that the G8 system is emerging as a leading and effective centre of global governance in the 21st century.

3 POL2205H - Topics In International Politics I - PEACE BUILDING: Robert Matthews

This seminar will focus on a topic that has recently acquired considerable academic interest and international attention, the subject of peace-building. Long after the military struggle of a civil war has ended and a peace settlement has been negotiated (or imposed), there remains the difficult task of rebuilding a war-torn society. The purpose of this seminar is to explore what this term means; how peace is restored, by whom and for what ends; and the many obstacles that arise to slow down and in some cases to disrupt the peace process. In the last few seminars we shall examine individual cases of civil war, the efforts made to restore peace, and their success or failure.

4 POL2212H - Human Rights Politics and International Relations

This course is designed to provide a theoretical and analytical overview of major issues and problematics in the study and practice of human rights. With mostly international, and systems-focus, the course is not geared for those who want an intimate knowledge of a few cases and countries. The goal here is to introduce students to ways of thinking about human rights as a product and limitation of state action, and how human rights have become dominant in international politics since the end of World War II. The process of creating and implementing human rights is political. The current international agenda and contemporary understandings of human rights, therefore, need to be questioned and understood for what they are: moral claims which arise from political actions and concerns. The course is also designed to force students to question their priorities, and justify their arguments for or against action in the name of human rights. As such, students should feel welcome to express their views, and engage in lively discussions as appropriate.

5. JPE2408Y - Political Economy of International Development: Richard Sandbrook and Gustavo Indart

Following an introductory section that sets out the context and themes of the course, we evaluate a range of development strategies. Neoliberal reforms, featuring economic stabilization, liberalization, privatization, and external opening, have dominated the development agenda since the early 1980s; we therefore devote 12 sessions to understanding the origins, evolution, political implications, and performance of market-oriented models. Case studies of neoliberal reform in Latin America, Africa, and Asia complement our discussion of the general themes and issues. The final section of the course deals with alternatives to the mainstream approach. Proposals to either reform or transform the global economy in the interests of fairness, poverty reduction, and environmental sustainability have recently been championed by various groups and scholars. In addition, nationally-based social- democratic, radical-populist, and revived developmental-state strategies, together with projects of local empowerment and 'bottom-up' development, excite interest among those who are skeptical of the efficacy of neo-liberal approaches. We will discuss the practicability and desirability of these alternative development ideologies.

6. POL2318H - Comparative Public Policy: Selected Areas: Christina Breunig

THEMES: This course examines some of the major issues for theoretical models and understandings of comparative public policy that are raised by developments associated with globalization and regionalisation processes. To what degree is domestic policy making becoming internationalized? What sense does it make to talk about global policy? In addressing these questions, the focus is on the robustness of existing models of public policy, including the material, institutionalist (historical and rationalist), policy network, and discursive approaches. The literature on agenda setting, policy learning, policy convergence and policy paradigm change is also given a close attention.

7. POL2409Y - Politics and Planning In Third World Cities: Solomon Benjamin

This course is positioned at two levels: 1) on the politics of urbanization and planning within the intellectual framework of international development theory; and 2) the considerations of emerging forms of urbanism confronting increasing city divides and sharpened contests over land, economy, infrastructure, and the re-structuring of social services. This positioning will help explore city politics as it un-folds in both day-to-day experiences of city-building, particular histories, and in the engagement of larger interventions. In focusing on the relationship between the planning process and city politics, the course will draw from experiences in urban Asian, African, and Latin American. These will be addressed in a range of urban settings (smaller cities and towns, mega cities, and global centers) to explore how varied institutional and cultural settings inform political practice. The course will consider the political and economic consequences of new institutional arrangements promoted to attract global investments and include debates around participatory planning and decentralization. Finally, the course will focus on approaches, evaluation practices, and challenges faced by international development agencies in promoting global agendas that confront city politics, cultural complexity, and a rapidly changing economy.

F. Nursing: Carles Muntaner and Denise Gastaldo

1. NUR1083H - Comparative Politics of Health and Health Policy in a Globalizing World [required course]

Although the history of public health is widely accepted to be intertwined with politics (e.g., Chadwick, Virchow, Villerme), it is striking that contemporary scholarship has disassociated politics both from population health and health policy [1]. In the meantime, 'Population Health' has increased its relevance in international politics as a yardstick to measure development and well being (AIDS in Africa, access to care in Latin America or the drop in the life expectancy in the former Soviet Union). Population health has become again the focus on "real" political discussion and debates in international forums such as the UN, FTA agreements or the WTO rounds (debt cancellation, privatization of water, access to essential medicines). It has thus become necessary in public health and political science to provide insights on the political processes that shape national health policies and population health. A comparative political analysis approach during this era of "globalization" provides the methodological interdisciplinary tools for these goals. The comparative framework allows us to explore how national and international politics shape health systems and population health outcomes. Our course takes students into a multidisciplinary approach that integrates national and global politics in the explanation of how health policies are generated and implemented, and how those politics shape population health. Emphasis is put in an understanding of specific health problems, political forces and political economy, both national and international that shape population health.

2. NUR1048H - Politics of Health in the Community

The course's main objective is to prepare students to critically analyse the relationships between health discourses, social policy, health professionals' practice and the community. In this course, the community is conceived in different scales, from individuals who share an experience up to international groups that collaborate for a common goal. The political aspects of health will be explored through diverse theoretical perspectives, in particular critical social theory, poststructuralist theory and postmodern theory.

3. NUR1024H - Foundations of Qualitative Inquiry

This course examines the paradigmatic bases of qualitative research. In a series of seminars, instructor and students will explore the ontological and epistemological underpinnings of specific frameworks and consider the methodological implications that emanate from these foundations. Specific debates related to theories employed in the field of health, research questions, designs, the positionality of the researcher, epistemological rigor, and ethics will be discussed. This course addresses current debates which are relevant to students in all health science disciplines and includes examples of qualitative research developed in many countries.

4. NUR1082H - International Perspectives on Knowledge Production in Nursing and Health (taught every second year; will be offered in the spring of 2010)

This online course is part of the INPhD – International Nursing PhD Collaboration. It explores nursing knowledge as an academic and social product created in the context of competing historical, political, cultural and economic discourses which shape what is considered nursing knowledge and science in different contexts and places. Students will be requested to work from three standpoints: (1) the social and scientific location of their own work; (2) nursing academic perspectives from Canada, Australia, Mexico, and Spain; and (3) global health agendas to achieve health for all as a human right. The core analytical contribution is to explore the relationships between theoretical and methodological assumptions, academic traditions, and social values in the way nursing knowledge is produced and reproduced in the international scenario.

5. NUR1038H - Theory and Methods in Social Inequalities in Health

The course is designed to integrate psychosocial epidemiology and political economy in the explanation of social inequalities in health. The course uses a class analysis framework complemented by race, ethnicity, gender and welfare-state models to explain social inequalities in health.

The so-called psychosocial thesis which hypothesized a negative effect of income inequality on population health has opened up the field of epidemiology to social sciences during the 1990s. Because income inequality is endogenous to class, gender, race/ethnicity and welfare state structures, the income inequality controversy has opened new possibilities to look into the political and economic determinants of population health.

During this course students will be exposed to the state of the art literature on social inequalities in health including the 'relative income thesis' and its critiques, social capital debate, and political economic determinants of health. Also, students will be given an overview of concepts and measures of health disparities (i.e., social inequalities in health), with a special focus on class, race, ethnic, gender and welfare state inequalities in health. The different approaches to class analyses and the methodology and applications of class analyses to social inequalities in health will be covered during the course.

G. Law: Rebecca Cook

1. LAW576H1 – Can There Be Universal Human Rights (and other Rights Debates): Jennifer Nedelsky

This seminar is organized as an inter-cultural classroom which uses an on-line discussion forum to examine human rights claims—from both practical and theoretical perspectives. Many people believe that if human rights are to have practical effect around the world, they must also have legitimacy, and legitimacy, in turn can only come if the meaning of rights is the product of a genuine intercultural dialogue. This course is an actual exercise in such dialogue. We will begin with debates around universalism: in what ways does it make sense to speak of universal rights? Even if one views rights as social constructs, can there be institutions and practices that create rights with legitimate claims to universality? We will be examining these big theoretical questions through a combination of looking at particular cases—such as same-sex marriage and forced labour and whether poverty is a human rights abuse-- and articles about both the practical and theoretical problems of defining and enforcing “universal rights.” The method of the seminar is to work through these broad questions by engaging in a transnational dialogue. Our international partners for these discussions are students from the Ateneo Law School in the Philippines who will join our class for three or four weeks and students from the Centre of Human Rights in Pretoria, South Africa (these LL.M. students come from all over Africa) who will join our class for six weeks.

2. LAW388H1 - Public Health Law: Professor Bernhard Dickens

The legal and regulatory issues raised by public health interventions have received much attention in the wake of the SARS crisis and in light of the alleged menace of a new influenza pandemic and bioterrorism. The global challenge posed by infectious diseases has also reinvigorated the debate about the role of government and international agencies in promoting and protecting public health and has spurred new regulatory and legal developments. Canada has, for example, established a new federal Public Health Agency.

3. LAW386H1 - Reproductive and Sexual Health Law: Rebecca Cook, Joanna Erdman

This course addresses national and international legal protection and promotion of reproductive and sexual health. It examines the comprehensive nature of reproductive health, including fertility control and promotion, treatment of sexually transmitted diseases, such as HIV/AIDS, and abusive sexual relations. The course provides introductory overviews of the background law and its interaction with ethical principles. The course surveys different disciplinary dimensions, such as biomedical, epidemiological and social science perspectives that can be used in the development and application of reproductive and sexual laws. It analyzes the effectiveness of the law in protecting groups at high risk of reproductive health disadvantages, such as adolescents. Students taking this course during the second semester must register in the first semester. Students who want to continue their work that was done in first semester will be encouraged to do so for an additional credit of one. The second semester course will meet every other week. This course will be structured around key research themes that are of interest to both the students and the instructor and which have been previously agreed on, at the end of the first semester. The goal is to enable students to develop their first semester work into papers of publishable quality for submission to a relevant law journal.

4. LAW301H1 - Women’s Rights in International Law: Rebecca Cook

This course addresses the challenges of achieving the international legal protection of the human rights of women. It reviews how international and regional human rights conventions have been applied to prevent, punish and remedy the violations of women's rights in international, regional and domestic forums. It examines how the norm of the prohibition of all forms of discrimination against women has been applied, and how it might be more effectively applied, particularly to subgroups of women such as those marginalized by race and ethnicity. It explores how feminist theories, empirical data and narratives might be used to expose women's experiences of injustice. The course aims to go beyond a formalistic understanding of international legal obligations in order to examine different approaches to fostering compliance with the human rights of women in different cultures and religious traditions.

5. LAW294H1 – The Law and Praxis of International Human Rights: Nehal Bhuta

This course aims to achieve two goals: first, to equip students with a technical competence in articulating, interpreting and responding to claims made in the language of international human rights law, and to enable students to navigate sources, principles and arguments effectively: and, second, to induce students – even as they familiarize themselves with the law of human rights – to simultaneously understand “human rights” as a field of political praxis. Through the course, students will ideally become more reflexive in understanding the diverse, and at times contradictory, political effects of articulating claims in terms of human rights, and the way in which “human rights” are used in local, national and global political struggles. Students will be encouraged throughout the course to “think the limits” of human rights as a political praxis, and the pros and cons of articulating demands in the language of human rights. Readings will be drawn from both law and social sciences.

6. LAW501Y1 - Workshop: Contemporary Issues in Health Law and Policy: Colleen Flood

The Health Law Group at the University of Toronto runs a regular Seminar Series that meets on average every two weeks throughout the academic year. Students who wish to participate in the Series may do so for academic credit. The Seminar Series attracts both speakers and participants from a wide range of disciplines as well as from a wide range of institutions. The goal of these Series is to introduce students to a variety of interdisciplinary approaches (incorporating law, economics, bioethics, philosophy, political science, etc.) and to explore contemporary issues in health law and policy. Previous speakers have included William Sage (Columbia Law School), Bartha Knoppers (Université de Montreal), David Cutler (Harvard University), Roy Romanow, David Weisbrot (President of the Australian Law Reform Commission).and Michael Decter (Chair of the Canadian Health Council). Topics have included litigating health care rights, medical savings accounts, the definition of medical necessity, medical malpractice reform, genomic databases, health privacy, the regulation of medical research, reforming of the Canada Health Act, privatization in health care, the Romanow recommendations and many others.

H. Joint Centre for Bioethics :Ross Upshur

1. MSC3010Y - International Research Ethics: Solly Benatar and Bernard Dickens

The purpose of this course is to acquaint trainees with international ethical, legal and regulatory codes governing the conduct of research involving human subjects, and with the rationale underlying these. Topics include: history of international research bioethics (research controversies and the development of research policy); contemporary international research codes; contemporary challenges in regulating international, cross-cultural research; justice and research ethics; and harmonization of international codes.

Pedagogic method: study of these codes will be comparative in nature. We will expect trainees to raise theoretical and practical concerns related to the interpretation and implementation of the codes, and to consider areas of conflict and agreement between various codes and perspectives. Discussion of these issues will be focused, wherever possible, upon research outside North America, usually in the home country, taking international and global issues into consideration.

2. PHL2146Y - Topics in Bioethics: Barbara Secker

This course explores a number of key concepts and issues using ethical theories, principles and frameworks in bioethics. The ethical frameworks we will consider include: casuistry; utilitarianism (consequence-based theory); Kantianism (duty-based theory); social contract theory; ethical principles (“principalism”); virtue ethics; ethics of care; feminist ethics; communitarian ethics; First Nation ethics; Asian ethics; African ethics; Jewish ethics; Christian ethics; and Islamic ethics.

3. CHL5121H - Genomics, Bioethics and Public Policy: Abdallah Daar and Halla Thorsteinsdóttir

The course will provide students with an understanding of the bioethical and public policy issues arising from genomics development. It will address current status of genomics science, genomics and biotechnology innovation systems, genomics and public health, law and policy issues relating to genomics development, intellectual property rights, public engagements, genomics and diversity and the ethics of genomics in global context where important emerging principles such as benefit sharing will be discussed.

4. MSC3003Y - Empirical Approaches in Bioethics: Ross Upshur

This course will use seminars to illustrate concepts and applications of empirical approaches to the bioethics literature globally. The purpose of the course is twofold: to produce educated consumers of empirical bioethics literature and provide the fundamental skills to produce contributions to the bioethics literature. The course will include discussion and evaluation of the broad range of empirical methods employed in contemporary bioethics research in a variety of settings globally including but not limited to: quantitative methods such as randomized control trials, cross sectional surveys, decision analysis and qualitative methods such as phenomenology and ethnography. It will also demonstrate to students how empirical methods can be used for program evaluation and quality improvement in public health and health services globally. At the conclusion of the course students are expected to be able to demonstrate the ability to: *use* computerized data bases to find relevant bioethical literature; *systematically analyse* and *criticise* literature from a methodological perspective; *design* and *execute* a simple survey and focus group; *prepare* a grant for submission to a funding agency; *Organize* and *conduct* a program evaluation.