



**UNIVERSITY
OF LONDON**

LONDON
SCHOOL of
HYGIENE
& TROPICAL
MEDICINE



MODULE SPECIFICATION

Academic Year (student cohort covered by specification)	2020-21
Module Code	GHM102
Module Title	The Politics of Global Health Policy
Module Organiser(s)	Ben Hawkins
Faculty	Public Health & Policy: London School of Hygiene & Tropical Medicine http://www.lshtm.ac.uk/php/
FHEQ Level	Level 7
Credit Value	CATS 15 ECTS 7.5
HECoS Code	100490 : 100648 : 100491
Mode of Delivery	Distance Learning
Mode of Study	Directed self-study, through online materials via the Virtual Learning Environment
Language of Study	English
Pre-Requisites	None
Accreditation by Professional Statutory and Regulatory Body	None
Module Cap (Maximum number of students)	None
Target Audience	This module is compulsory for the PGCert/PGDip/MSc Global Health Policy by Distance Learning, and can also be taken as a standalone module. The module is aimed at those with an interest in the political dimension of global health governance including public health actors, NGO employees and those employed in health Ministries (or seeking employment in these areas).
Module Description	This module provides an introduction to essential concepts from the fields of political science and international relations to help students understand, interpret and critique the key actors and process within global health policy making. Topics covered in the module include global governance, power, institutions, the state, civil society, public-private partnerships, expert networks, political identity and health



	diplomacy. In addition, the module examines cross-cutting themes such as financing, human rights and development.
Duration	Moodle is open to access from 1 st October each year. Students then plan their own studies between October and June. Examinations are held in the first three weeks of June.
Last Revised (e.g. year changes approved)	March 2020

Programme(s)	Status
This module is linked to the following programme(s)	
PGCert/PGDip/MSc Global Health Policy (Distance Learning - University of London Worldwide)	Compulsory
PGDip/MSc Demography and Health (Distance Learning - University of London Worldwide)	Elective

Module Aim and Intended Learning Outcomes

Overall aim of the module
The overall module aim is to: <ul style="list-style-type: none"> improve students' understanding of the political dynamics shaping global health policy.

Module Intended Learning Outcomes
Upon successful completion of the module a student will be able to: <ol style="list-style-type: none"> describe the main global governance arrangements and institutions in the field of health policy and critique their effectiveness; identify key actors and interests involved in global health policy making and critically assess their impact on global health policy; interpret key political dynamics shaping global health governance; apply key concepts from the fields of political science and international relations as discussed in the module to analyse debates in global health policy.

Indicative Syllabus

Session Content

The module is expected to cover the following topics:

- Introduction;
- Global Governance;
- The Role of Power in Global Health Policy;
- Global Health Institutions;
- The Role of the State in Global Health;
- The Role of Civil Society in Global Health;
- The Role of the Corporate Sector in Global Health;
- Partnerships for Global Health;
- Transnational Expert Networks in Global Health Governance;
- Human Rights and Health Discourses and Global Health Governance;
- The Politics of Global Health and Development;
- The Politics of Financing Global Health;
- Global Health Politics and Identities;
- Conclusions.

Teaching and Learning

Notional Learning Hours

Type of Learning Time	Number of Hours	Expressed as Percentage (%)
Directed self-study	84	56
Self-directed learning	16	11
Assessment, review and revision	50	33
Total	150	100

Teaching and Learning Strategy

Learning is self-directed against a detailed set of learning objectives using the materials provided. Module tutors provide asynchronous support for students by replying to students' questions in open online discussion forums and facilitating discussion. Students are also strongly encouraged to participate in live webinars available on Moodle to obtain tutor support, and to make use of LSHTM online library resources. In addition, written feedback is provided on submitted formative assignments.



Assessment

Assessment Strategy

Formal assessment of this module consists of a two-hour unseen written examination which tests students against the module Intended Learning Outcomes and accounts for 100% of the student's final grade. If students fail the module overall, they are allowed one further attempt at the examination. Formative assessment via the FA is used as preparation for the type of assessment task set in the exam. The submission deadline for the FA is **31 March**. All Formatives Assignment must be submitted via the Assignment Management System.

Summative Assessment

Assessment Type	Assessment Length (i.e. Word Count, Length of presentation in minutes)	Weighting (%)	Intended Module Learning Outcomes Tested
Exam	2 hours	100	1 - 4

Unseen written examinations for DL modules are held once a year, in June (including resits). Examinations are normally taken in a student's country of residence, in one of over 650 examination centres worldwide (arranged mainly through Ministries of Education or the British Council). A list of examination centres can be found at:

<https://london.ac.uk/current-students/examinations/examination-centres>

A local fee will be payable direct to the examination centre. This fee is in addition to the programme/module fee and is set by, and paid directly to, the individual examination centres. The level of local examination centre fees varies across the world and neither the University of London nor the LSHTM have any control over the fee amount.

Resitting assessment

Resits will accord with the LSHTM's [Resits Policy](#).



Resources

Indicative reading list

This is a sample of readings from across the different sessions in the module:

Hanefeld J. and Lee K. Introduction to Globalization and Health. In: Hanefeld J. editor. Globalization and Health: Open University Press; 2015. P. 1-13.

Smith R. (2010). The role of economic power in influencing the development of global health governance. *Global Health Governance* 3(2).

Fidler D. (2001). The globalization of public health: the first 100 years of international health diplomacy. *Bulletin of the World Health Organization* 79(9):842-9.

Hawkins B. Globalization– the State, Bilateral and Multi-lateral Co-operation. In: Hanefeld J. editor. Globalization and Health: Open University Press; 2015. P. 63-74.

Greer S. et al. (2017). What is civil society and what can it do for health? In Greer SL, Wismar M, Pastorino G, Kosinska M (eds) *Civil society and health*. Copenhagen: WHO European Regional Office.

Hawkins B. et al. (2016) Reassessing policy paradigms: A comparison of the global tobacco and alcohol industries. *Global Public Health* 13(1): 1-19.

Buse K. and Harmer A. (2007) Seven habits of highly effective global health public-private partnerships. *Social Science and Medicine*, 64 (2): 259-271.

Smith S. and Rodriguez M. (2016) Agenda Setting for Maternal Survival: The Power of Global Health Networks and Norms. *Health Policy and Planning* 31: i48–59.

Ooms G. & Hammonds R. (2018) The Human Right to Health and Global Health Politics. In *The Oxford Handbook of Global Health Politics*. Oxford University Press.

Shrecker T. (2009) Development and Health, in Introduction to International Development. Haslam P. et al. Oxford University Press: Oxford. 345-66.

Alemu G. (2009). A Case Study on AID Effectiveness in Ethiopia: Analysis of the Health Sector AID Architecture. Wolfensohn Center for Development, Brookings Institute, Working Paper 9. April 2009.

Reubi D. (2010). Blood Donors, Development and Modernisation: Configurations of Biological Sociality and Citizenship in Post-Colonial Singapore. *Citizenship Studies* 14(5):473-493.

Other resources

A full list of essential, recommended and further reading is given for each session.

Teaching for Disabilities and Learning Differences

The LSHTM Moodle has been made accessible to the widest possible audience, using a VLE that allows for up to 300% zoom, permits navigation via keyboard and use of speech recognition software, and that allows listening through a screen reader.

For students with special needs, reasonable adjustments and support can be arranged – details and how to request support can be found on the University of London Worldwide website at <https://london.ac.uk/applications/how-it-works/inclusive-practice-access-arrangements>