This course has a number of objectives. The first is to give students a working understanding of the structure, function and mission of the international organizations that increasingly affect modern life: the WTO, WHO, World Bank, and UN. The second objective is to explore the many conflicting effects of globalization on public health in the developed and developing world. Topics covered will include WHO control of infectious diseases such as SARS and the bird flu, the impact of the WTO on the pharmaceutical pricing of AIDS drugs, international conventions for tobacco control, and the influence of World Bank and IMF privatization requirements on health sector reform in developing countries.

In this class, “international law” is viewed as a subcategory of broader questions of “governance” in a global context. How does one encourage effective forms of cooperation between independent and self-interested nation states? The course also stresses the social and economic determinants of health. Poverty is as much a threat to health as disease. As such, issues of development are intimately interconnected with issues of public health.

A constant challenge in a class like this is in connecting concrete examples with important theoretical principles and ideas. To address this concern, the country of Cambodia will be used as a dominant case study. The public health needs, health-seeking behavior, infrastructure and health sector reforms of Cambodia will provide a common context to discuss many of the themes we will examine.

**Statement of Educational Values and Principles**

Learning should be fun and interesting, although it is also often challenging, requires hard work and can be difficult at times. No learning takes place without the full participation of the students. You are co-producers of your own education and, therefore, co-responsible for the results. You are invited to actively engage in that process. You may also find that your active participation is your best means of self-defense. I can speak quickly at times. The best way to slow me down is to intervene with your own comments and questions, even if those questions are simply “could you repeat that” or “I do not understand.”

The key to creating any successful educational environment is mutual respect. The UM Law School Educational Policy (March 1997) provides some useful ground rules: “All members of the community must be able to participate fully in the life of the Law School. Barriers to full participation can take many forms. Sometimes they fall along lines of race, gender, sexual orientation and religion. Sometimes they reflect intolerance of certain political beliefs or social attitudes. In order to best educate our students, the Law School must be a place for full and frank discussion of difficult issues. Law School classrooms are places where ideas are supposed to be expressed and to be challenged, and policy issues are supposed to be appreciated for their complexity. Discussions of this sort may be painful and uncomfortable. For that reason, it is important to ensure that mutual respect and attentiveness to diverse perspectives are always a part of the exchange of ideas.”
General Information

Materials: Readings will come from a course pack. There is no text for the class.

Office and Office Hours: My telephone number is 313-577-0830. My e-mail address is phammer@wayne.edu. Office hours will be ________________ or by appointment. I am happy to meet with you at any time for class-related questions.

Attendance and Participation: Class attendance and participation is expected. Excessive absences or repeated cases of unpreparedness may result in grade reduction. You cannot be co-producers of your education if you are not actively engaged in the process.

Examination: The examination will be a three hour, open book, in-class essay test. As a default value, exams should be written in full, complete sentences. Deviations from that rule (abbreviations, shorthand phrases, outline form) are made at the exam-taker's assumed risk. What cannot be read and understood will not be graded. No one will be penalized for poor penmanship.

Reading Guide

The following schedule is tentative. Weekly assignments will be announced in class.

Part One: Introduction to Globalization, Public Health and International Organizations

1 Introduction: Globalization and Public Health  
Required Reading

2 Introduction: Public Health  
Required Readings
3 The Cambodia Health System and Health-Seeking Behavior
   Required Reading

4 The Health of Children in Cambodia
   Required Reading

5 Introduction: World Health Organization
   Required Readings
   • *Constitution of the World Health Organization*
   • WHO Cambodia home page
   • Surf and become familiar with WHO website: http://www.who.int/en/

6 Introduction: World Bank
   Required Reading
   • *World Bank Organizational Chart*
   • World Bank Cambodia home page and Projects page
   • Surf and become familiar with World Bank website: http://www.worldbank.org/
   • *Skim IBRD Articles of Agreement* (as amended effective February 16, 1989).

Part Two: Questions of Global Health Governance and International Law

7 International Organizations and the Problem of Global Governance
   Required Reading


8 **WHO's Health For All Initiative: History and Evaluation**

**Required Readings**

• *Declaration of Alma-Ata*.


9 **Theories A La Carte: From International Relations to Global Public Goods**

**Required Readings**


• Ilona Kickbusch, *The Development of International Health Policies – Accountability Intact?*, 51 Social Science & Medicine, 979-89 (2000).

10 **The Role and Function of International Law**

**Required Readings**


• Karsten Nowrot, Global Governance and International Law, 5-20 (November 2004).

11 **The Rise and Fall of the WHO's First International Health Regulations**

**Required Readings**


12 **Analysis of the WHO's New International Health Regulations**

**Required Reading**


13 **Non-Communicable Disease: Tobacco Control Convention**
Required Readings
- *Skim WHO Framework Convention on Tobacco Control*

Part Three: The World Bank and Health Sector Reform

14 World Bank: Health and Development Strategies

Required Readings
- *Millennium Development Goals*

Supplemental Readings

15 “Contracting Out” Primary Care to Non-Public Actors in Cambodia

Required Reading
- Benjamin Loevinsohn and April Harding, *Buying Results?*, *Contracting for Health Service Delivery in Developing Countries*, 366 Lancet 676-81 (August 20, 2005).

16 Alternative Experiments and Interpretations of Contracting in Cambodia

Required Readings
Part Four: World Trade Organization: Regulation and Advocacy

17 WTO: Institutional Introduction
   Required Readings
   - WTO Agreement on the Application of Sanitary and Phytosanitary Measures

18 Enforcing International Law: SPS Agreement and the Beef Hormones Case
   Required Readings

19 TRIPS, AIDS and Civil Society – International Law and Advocacy
   Required Readings

Part Five: Soft Law, Public Private Partnerships and Civil Society

20 Indeterminate Choices of Legal Tools: Hard v Soft Law
   Required Readings

21 The Global Fund to Fight AIDS, Tuberculosis and Malaria
   Required Readings
22 **Treatin AIDS in Cambodia**
- Frederic Bourdier and Pen Mony, *Cambodia, in Missing the Target #4: Time is Running out to Stop AIDS – Treatment and Prevention for All*, International Treatment Preparedness Coalition 11-20 (July 18, 2007).
- Skim NCHADS and FHI, *Cambodia Cares: Implementing a Continuum of Care for PLWA, Including ART in Moung Russey, Cambodia* 1-44 (July 2004)

23 **The Gates Foundation and the future of Public Health**

**Required Readings**

24 **The Trials of Tenofovir: Clinical Research Trials in Cambodia**

25 **Chronic Illness and Treating Diabetes in Cambodia**


26 Debate: Defining WHO’s Future Agenda

Required Reading

• Michael T. Osterholm, *Preparing for the Next Pandemic*, 84 Foreign Aff., 24-37 (July/August 2005).

• Andre-Jacques Neusy, *Pandemic Politics*, 47(2) Foreign Policy, 82-84 (June 2004).
