



uOttawa

Faculté de droit  
Faculty of Law

Section de common law  
Common Law Section

# GLOBAL HEALTH LAW AND GOVERNANCE

## CML 4104 G/DCL 5205 G

PROF. ROOJIN HABIBI

WINTER 2025

### SYLLABUS

## CONTENTS

1. COURSE & CONTACT INFORMATION
2. COURSE OBJECTIVES
3. MATERIALS, RESOURCES & WEBSITE
4. TEACHING & TOPICS
5. EVALUATION
6. LEARNING SUPPORTS & OTHER FACULTY & UNIVERSITY PROGRAMS & POLICIES
7. CLASSROOM ETIQUETTE
8. SCHEDULE OF CLASSES, TOPICS, ACTIVITIES & EVALUATIONS
9. APPENDIX

## 1. COURSE & CONTACT INFORMATION

*The land on which this course takes place is part of the traditional unceded territory of the Algonquin Anishnaabeg People.*

Course Credits: 3

Class Timetable: **Winter 2025**

Tuesdays 5:00PM – 6:50PM → FTX 315

Thursdays 5:00PM – 6:50PM → FTX 315

Contact Details:

**Professor Roojin Habibi**

Office: FTX 328

Tel: 647.964.4938

Email: [rhabibi@uottawa.ca](mailto:rhabibi@uottawa.ca)

Website: [www.roojinhabibi.org](http://www.roojinhabibi.org)

Office Hours:

Fridays: 11:30AM – 12:30PM OR schedule your meeting by email. In all cases, advance notice is necessary.

To communicate with me, please only use the email address above.

## **2. COURSE OBJECTIVES**

The course provides a critical overview of the governance and regulation of global health under international law, as well as the structures and features of global governance processes and frameworks for health more generally. The course is organized into three parts. Students are first introduced to the definition, scope and functions of global health law as a growing field of international law, and of other relevant regimes of international law, including international human rights law and international trade law. Having acquired this foundational understanding, the class will then examine how these frameworks and institutions apply to paramount health concerns including infectious and non-communicable diseases. In the final part of the course, the class will undertake a forward-looking analysis of the international community's ability to keep step with rapidly evolving issues in global health, including pandemics, antimicrobial resistance, climate change, sustainable health financing and efforts to decolonize the field. By the end of the semester, students will be able to critically assess the adequacy of international law for the protection and promotion of global health, and prospects for developing the field of global health law.

## **3. MATERIALS, RESOURCES & WEBSITE**

The **required textbook** for this course is:

Lawrence O Gostin & Benjamin M Meier, eds, *Global Health Law and Policy: Ensuring Justice for a Healthier World* (Oxford: Oxford University Press, 2023) ISBN: 978-019768-771-0.

*Cost:* 140.00 USD hard cover via Oxford University Press. Also available for free as an e-book via Brian Dickson Law Library.

*Canadian Guide to Uniform Legal Citation*, 10th ed (Toronto: Thomson Reuters, 2023). ISBN: 9780779899524.

*Cost:* E-book freely available via Westlaw.

Other *recommended* readings (optional):

In this course, a key component of your evaluation will be based on researching and writing about public international law and public health law. There are various freely accessible resources to aid you in this endeavor. To begin, please explore the University of Ottawa Library's research guide on 'International Law (Public)' at <https://uottawa.libguides.com/c.php?g=265288&p=1770278>.

Other recommended readings for this course that are freely accessible via the law library include:

Gian Luca Burci & Brigit Toebes, eds, *Research Handbook on Global Health Law* (Cheltenham, UK: Edward Elgar Publishing, 2018). ISBN: 9781785366543.

*Cost:* 293.00 USD hardcover via Edward Elgar Publishing.

Benjamin Mason Meier & Lawrence O Gostin, eds, *Human Rights in Global Health: Rights-Based Governance for a Globalizing World* (Oxford: Oxford University Press, 2018). ISBN: 9780190672683.

*Cost:* 70.00 USD paperback via Oxford University Press.

Lawrence O Gostin & Benjamin Mason Meier, eds, *Foundations of Global Health & Human Rights* (New York: Oxford University Press, 2020). ISBN: 9780197528297  
Cost: 97.00 USD paperback via Oxford University Press.

The textbook material will be supplemented with a variety of required readings. Most **supplemental required readings** used for this course will be available in electronic format accessible via the course website and/or via other internet-based databases and websites that are publicly accessible without charge or that are accessible to you as law students without charge (such as Lexis/Quicklaw and Westlaw – please ensure you know how to use these databases). The only exceptions will be some material that is delivered in ‘real-time’ in class but for which there may be no electronically accessible version, such as films or guest speaker presentations. Throughout the course I will also identify a variety of additional materials relating to issues addressed in the course – these materials will not be discussed in classes but will provide leads for further exploration of issues that may be of interest.

The course website is part of the University of Ottawa Virtual Campus (Brightspace). All other course documents, such as this syllabus, learning guides, powerpoint slides and assignments, will also be posted on this site. You will need a specific userID and password to log on to this site and you should try to identify those during the first week of classes. I will not post powerpoint slides before the class. Slides will be posted a short period before class to encourage a greater focus on class discussion.

## **4. METHODS OF INSTRUCTION & TEACHING TOPICS**

This course will use a variety of teaching methods and resources and there are a number of corresponding components to evaluation. Classes will tend to be a mixture of lecture, learning activities and discussion. Discussion will be oriented towards pre-class and in-class learning exercises. Instructions for learning exercises and activities will be provided on an ongoing basis. A proportion of course evaluation will be based on your participation.

I will use Brightspace for both administrative and course content purposes. You must have a Brightspace account, and you are responsible for checking it regularly for information concerning this course as some information may be released only through Brightspace.

The course is organized into 5 sections, that are reflected in the **Class Schedule in Part 8**. More specific information and instructions on readings, activities and guiding questions will be provided on Brightspace on an ongoing basis.

## **5. EVALUATION**

Your final grade will be determined by your performance in the components of course evaluation described below. *Absent situations that merit accommodation, as described below, students are expected to submit all assignments on time.*

### **1) Participation (10%)**

A core purpose of seminars is to build connections and relationships with your peers and instructor. As such, regular attendance and thoughtful engagement with the course materials and class discussions are required for full participation marks. To assist in assessing your participation, an attendance sheet will be distributed at the start of every class.

### **2) Discussion Facilitation (10%)**

**Deadline:** Varies

At the beginning of the term, you will select one class where you will be responsible for facilitating the discussion after the class material is presented by the instructor. This exercise is an opportunity to develop and demonstrate your ability to critically engage with the course material, integrate recent developments in the field of global health law, and foster a collaborative and thought-provoking dialogue among your peers.

In preparation for your discussion facilitation, you should:

- Review the assigned readings for the selected class and identify key themes, questions, or issues that warrant deeper exploration.
- Conduct independent research to identify recent developments, case studies, or controversies related to the topic that can enrich the class discussion.
- Develop a list of 4–6 thoughtful, open-ended questions designed to prompt critical thinking and encourage diverse perspectives. Please run these questions by the instructor two days before your class to ensure coherence with class material.

### **3) Group Case Study Presentation**

**Deadline:** Assigned presentation date (30%)

This evaluation invites students to delve into a recent development in global health law and critically examine its implementation at the local level. Through collaborative research and analysis, you will explore the dynamic relationship between global health governance frameworks, the practical realities of addressing health challenges in specific contexts, and barriers and opportunities in translating global commitments into effective local action.

At the beginning of the term, students will form groups of up to three and select a case study from a provided list or propose a topic for approval by **Tuesday, March 11th**. The group will deliver a **15–20-minute presentation**, supported by data and examples, analyzing the global and local dimensions of the chosen case. Presentations should provide an overview of the issue, critically examine local implementation challenges (e.g., legal, cultural, political, and ethical considerations), and conclude with reflections on broader implications and potential

solutions. Groups must also engage the class by preparing 2–3 discussion questions to foster critical reflection.

Presentations will be evaluated based on depth of research, critical thinking, organization, teamwork, and class engagement. To support their work, groups will submit a brief summary of their case study, outlining its relevance and planned analysis, at least two weeks before their scheduled presentation.

**4) White Paper to the Government of Canada's Ambassador for Global Health<sup>1</sup> Deadline:**  
by 5pm on Thursday, April 10<sup>th</sup>, 2025 (50%)

In 2025, the Government of Canada created the Office of the Ambassador for Global Health. The focus of the Ambassador's work is to dismantle siloed approaches to health at the WHO and in other international forums. Their efforts are also directed towards bringing a high-level political focus to critical issues in global health that require Canada's leadership. The Government of Canada's newly appointed 'Ambassador' for Global Health has hired you as their legal advisor. As your first task, the Ambassador has asked you to research and draft a white paper examining a critical issue in global health governance, and outlining the position that Canada should adopt on this matter and providing the rationale behind this stance.

The final white paper must adhere to specific formatting guidelines, including 12-point Times New Roman font, double spacing, and 1-inch margins (2.5cm) throughout. It should not exceed 5000 words in length, including footnotes. Please ensure electronic submission of your assignment via Brightspace. Further details and any additional instructions will be provided on Brightspace.

*Graduate Students:* The White Paper requirement for graduate students remains the same, except for the word count (6,000 words, including footnotes).

## ASSIGNMENT & EXAMINATION WEIGHTING BREAKDOWN

Evaluation Component	Percent of Final Grade	Submission Date
Class Participation	10% (overall)	Ongoing
Discussion Facilitation	10%	Varies
Class Presentation	30%	Varies
White Paper for the Government of Canada's Ambassador for Global Health	50%	Thurs, 10 April 2025 at 5pm

---

<sup>1</sup> The Office of the Ambassador for Global Health referred to in this assignment is a fictitious entity created solely for simulation purposes. While the entity is fictitious in Canada, several countries (e.g., [Norway](#)) have already appointed individuals with similar roles.

## ACADEMIC FRAUD

Students are reminded of the rules on academic fraud. All instances of fraud will be reported for investigation and sanction. Assignments submitted must be your own work. Please familiarize yourself with the University of Ottawa Academic Regulation A4 on Academic Integrity and Academic Misconduct at

<https://www.uottawa.ca/about-us/policies-regulations/academic-regulations/a-4-academic-integrity-academic-misconduct>

## POLICY ON LATE SUBMISSION

Ten-percent (10%) of the full value of an assignment will be deducted from the student's grade for each day, including part of the day, that it is overdue. Take as an example a legal memo assignment, which is due on 31 October at 17:00. An assignment that is not submitted until 17:30 on the same day will be deemed to have been late for one full day. And in that case, assuming a perfect score on the assignment is 100, whatever grade that the student originally receives on the assignment out of 100 will be subjected to a 10-point deduction. It follows that if an assignment is late by two days, 20 points will be deducted from the grade that the student would otherwise have received, and so on. **Please note that, per law school rules, professors do not under any circumstance have the discretion to extend the deadline of an assignment; extensions can only be granted by the Common Law Student Centre.**

## NOTE ON USING ARTIFICIAL INTELLIGENCE

Assignments submitted in this course should communicate your *original* contribution to a selected topic. You may use generative artificial intelligence (AI) in assignments provided they comply with University of Ottawa Academic Regulation A4 on Academic Integrity and Academic Misconduct" at:

<https://www.uottawa.ca/about-us/policies-regulations/academic-regulations/a-4-academic-integrity-academic-misconduct>

Note that the regulation requires disclosure that specific technology was used (and for what purpose). **If you use generative AI in some way to complete your assignment, you are required to attach a signed attestation form to the assignment you submit via Brightspace, providing these details.** The attestation form can be found in the **Appendix** to this syllabus.

## **6. ACCOMMODATION, LEARNING SUPPORT, ANTI-SEXUAL VIOLENCE, ACADEMIC FRAUD & OTHER PROGRAMS AND POLICIES**

### **FOR STUDENTS WHO NEED ACADEMIC ACCOMMODATION**

Academic accommodation is a collaborative process that requires the participation of both the student and the Common Law Section. If a student fails to communicate their accommodation requests in a timely manner, the Common Law Section may not be able to provide reasonable accommodation. Accommodation requests should be made in writing at the earliest available opportunity, normally **in advance** of a deadline/scheduled academic evaluation. Please note that retroactive requests may be refused.

If you require an **excused absence from class**, your request must be directed to the Senior Specialist, Student Success and Wellness Programs at [clawaccess@uottawa.ca](mailto:clawaccess@uottawa.ca).

If you are requesting an **assignment extension** or **exam deferral**, you must complete the **Declaration Form**. You do not need supporting documentation for the first accommodation request in each course, whether for medical or exceptional circumstances. After you fill out the Declaration Form, you will receive a follow-up email from the Senior Specialist, Student Success and Wellness Program regarding the outcome of your request. Please contact [clawaccess@uottawa.ca](mailto:clawaccess@uottawa.ca) if you have any questions.

Circumstances that may warrant accommodation include:

- a **permanent state of affairs** (e.g., a disability, a permanent medical condition),
- an **ongoing situation** (e.g., a personal crisis, pregnancy),
- **reasons related to equity concerns** (e.g., religious obligations, sole parenthood),
- a **one-time event or circumstance** (e.g., a short illness, a temporary injury, a day surgery), or
- **compassionate grounds** (e.g., a death in the family, a sick child or dependant).

Travel, employment, misreading the examination schedule, or failure to appropriately manage one's time are **NOT** acceptable reasons for requesting accommodation.

Students have the onus to support the request with any necessary **documents**.

Students should consult the **Equity and Academic Success** section of the Common Law Student Centre website for further details about the accommodation procedures. Students are responsible for knowing the applicable academic regulations of the **University** and **Faculty**.

### **FOR STUDENTS WHO NEED LEARNING SUPPORTS**

Students who require accommodation or academic support because of a disability or any ongoing condition affecting their ability to learn are invited to register with the **ACADEMIC ACCOMMODATIONS SERVICE**:

To register with the **Academic Accommodations Service**, follow these steps:

1. [Create your Ventus account](#)

2. Complete the intake form
3. Enter your medical-related information and upload your documents\*
4. Once you've uploaded the documents, email [adapt@uottawa.ca](mailto:adapt@uottawa.ca) to request an appointment with a Learning Specialist.

\* Please [visit this link](#) to review the 'Documentation by type of disability' requirements.

As part of the registration process, students will meet with a Learning Specialist to identify their individual needs, discuss appropriate strategies, and establish adaptive measures. The Academic Accommodations Service applies the University of Ottawa's policies, procedures, and administrative regulations, as well as human rights legislation, to assess and implement appropriate academic accommodation measures for students who have a disability. The Academic Accommodations Service works collaboratively with our faculty to facilitate the academic accommodation process.

#### **Deadlines to request accommodation for final exams:**

Fall Semester: *before 15 November*

January term: *before January 10*

Winter Semester: *before 15 March*

### **FOR STUDENTS WHO NEED COUNSELLING AND WELLNESS RESOURCES**

#### **Counselling Services:**

The Common Law Section has a dedicated Mental Health and Wellness Counsellor who is a member of the [Counselling Services](#) staff and is available to provide these services to Common Law students at Fauteux Hall.

When you contact Counselling Services, you will be initially scheduled for a brief mental health intake appointment (virtually or in-person at [the SHWC in Minto](#)) with an intake officer to discuss your mental health concerns and needs. The initial intake appointment is a first step to accessing counselling. From there, you will be directed to our dedicated counsellor and/or referred to other appropriate services on or off-campus that are best suited to your needs.

To schedule a mental health intake appointment with an intake officer, please telephone 613-562-5498, [book online](#), visit the Student Health and Wellness Centre in person (801 King Edward Ave., Room N203 on the 2<sup>nd</sup> floor), or follow the instructions available on the [UpPatient app](#).

#### **Member Assistance Program:**

Law students have access to the Law Society of Ontario's no-cost [Member Assistance Program](#) (MAP) mental health services including wellness resources, and short-term and long-term counselling. While funded by the LSO, it is operated fully independently of the LSO to ensure confidentiality. To schedule an appointment call: 1-855-403-8922 or access [online](#).

#### **Student Health and Wellness Centre:**

The [Student Health and Wellness Centre](#), open to students at the University of Ottawa, is staffed by a multidisciplinary team of health professionals, including physicians, nurse practitioners, registered nurses, health promotion specialists (education), psychotherapists, a psychologist and psychiatrists working together in a shared care model.

### **Emergency Mental Health Services:**

Need to speak with someone right away? 24/7 help is available for everyone in the uOttawa community. Please see a list of resources [here](#).

### **SPECIALIZED RESOURCES FOR INCIDENTS OF SEXUAL VIOLENCE**

The University of Ottawa does not tolerate any form of sexual violence, which is defined as any sexual act, or act targeting a person's sexuality, gender identity or gender expression, whether the act is physical or psychological in nature, that is committed, threatened, or attempted against a person without the person's consent. It includes sexual assault, sexual harassment, stalking, indecent exposure, voyeurism, non-consensual condom removing (stealthing), sexual exploitation, distribution of sexual images or video of a community member without their consent, and cyber stalking of a sexual nature. For further clarity, sexual assault includes rape.

See University policies [67b – Prevention of Sexual Violence](#) as well as [66](#) and [67a](#). To report an incident of sexual violence or to obtain confidential support regarding an incident, the following resources are available to you.

**Emergencies:** In case of an imminent threat of sexual violence or sexual violence in progress, on campus call [Protection Services](#) at 613-562-5411; off campus call 911.

**Non-Emergencies:** uOttawa community members have a duty to refer survivors to Policy 67b and inform the person that the [Human Rights Office](#) is the office to contact in order to obtain support and information about the availability of services, the complaint process, and alternative measures. Survivors choose whether they wish to contact the Human Rights Office.

### **Seeking Support and Decision Making**

A person affected by sexual violence is not required to disclose an incident or make a complaint about sexual violence to the University to obtain the supports and services referred to below or to receive appropriate accommodation for their needs.

**On-campus – Human Rights Office:** The specialized services at [this office](#) include individual consultation with a Human Rights Officer to access supports such as requests for academic and/or workplace accommodations, referrals to off-campus counselling, advocacy, and other supports. For community members that wish to report an incident or file a complaint, the Human Rights Officer will be able to address any concerns and outline the process in detail to help decide how to proceed. The Human Rights Office can be contacted by email at [respect@uottawa.ca](mailto:respect@uottawa.ca).

### **On-campus - Counselling and Medical:**

- Common Law's Mental Health and Wellness Counsellor: [couns@uottawa.ca](mailto:couns@uottawa.ca) or telephone (613) 562-5200.
- [Counselling Services](#): [couns@uottawa.ca](mailto:couns@uottawa.ca) or telephone (613) 562-5200
- [Student Health and Wellness Centre](#)

### **On-campus - Legal:**

- University of Ottawa [Community Legal Aid Clinic](#)

**Off-campus - Counselling:**

- [Ottawa Rape Crisis Center](#) (ORCC): This organization provides English-language support for women. Crisis Line (24/7): 613-562-2333
- [Centre d'aide et de lutte contre les agressions à caractère sexuel](#) (CALACS): This organization provides French-language support for women.
- [Sexual Assault Support Centre](#) (24/7): 613 234-2266
- [Support Services for Male Survivors of Sexual Abuse](#) (24/7): 1-866-887-0015

**Off-campus – No-Cost Legal Information and Legal Advice:**

- [Lawyer Referral Service](#) - 30 minutes no cost legal advice
- [Ottawa Legal Information Centre](#): 613-842-7462
- [Legal Aid Ontario](#) – Certificate Program - 4hrs of no-cost legal advice
- [Ottawa Police Services Sexual Assault Survivor Guide](#)
- [Law Society of Ontario](#) - Discrimination and Harassment Counsel: This is a free bilingual service available to the Ontario public, lawyers, and paralegals. It provides confidential assistance to those who may have experienced discrimination or harassment by a lawyer or paralegal.

For more information about resources, please visit the [uOttawa Sexual Violence: Prevention and Support](#) website.

**THE INDIGENOUS LAW STUDENTS GOVERNANCE (ILSG-GÉAD)**

The Indigenous Law Students Governance (ILSG-GÉAD) is the first recognized Indigenous student government at a Canadian law school. ILSG represents and advocates on behalf of Indigenous and non-Indigenous students in both the Common law and Civil law faculties at the University of Ottawa. For many years, ILSG has been a community for Indigenous law students that have come to the University of Ottawa from across Turtle Island. ILSG is dedicated to fostering a community, hosting events, and gaining recognition and advocating within colonial legal spaces.

If you are interested in getting involved with ILSG, or would like to know more about our mandate, please reach out to [ILSG@uottawa.ca](mailto:ILSG@uottawa.ca) or visit the [website](#).

\*We acknowledge that we are situated on the unceded and unsurrendered traditional territory of the Algonquin Anishinàbeg people. We affirm our relational obligations to the Algonquin territory and to the land. We acknowledge the stories of colonization and violence that continue on this land and in Canada.

**THE COMMON LAW STUDENT SOCIETY (AÉCLSS)**

AÉCLSS recognizes its history and current position as a colonial organization operating on Algonquin territory.

AÉCLSS is one of two recognized student governments in the Common Law Section along with ILSG. It receives a portion of the levies paid by students as well as funding from the Common Law administration to fulfill its mandates related to faculty-level advocacy and to enrich the Common Law student community through social, athletic, professional development, and EDI-themed events, among others.

AÉCLSS houses around 40 clubs, many of which centre around academic interests, recreational activities, as well as cultural and equity-seeking identities. For the latter category, there are clubs representing Asian, Black, Disabled, Francophone, Jewish, Middle Eastern, Muslim, women, and 2SLGBTQ+ individuals in law. Please visit this page for the full list of our clubs and their contact information should you wish to get involved with or seek support from any given club: [www.aeclssuottawa.ca/clubs](http://www.aeclssuottawa.ca/clubs).

Students are welcome to follow AÉCLSS on social media to stay up-to-date on events, merch sales, statements, advocacy efforts and outcome, and more:

Twitter: @AECLSS

Instagram: @AECLSS

Facebook: [www.facebook.com/aeclssuottawa](http://www.facebook.com/aeclssuottawa)

Website: [www.aeclssuottawa.ca](http://www.aeclssuottawa.ca)

Students are also welcome to reach out to members of the AÉCLSS Executive Committee:

- President: Robyn-Lee Hotte - [president.aeclss@uottawa.ca](mailto:president.aeclss@uottawa.ca)
- Vice-President (Finance): Ryan Vandespyker - [vpfinance.aeclss@uottawa.ca](mailto:vpfinance.aeclss@uottawa.ca)
- Vice-President (Student Advocacy): Alisha Kara - [vpadvocacy.aeclss@uottawa.ca](mailto:vpadvocacy.aeclss@uottawa.ca)
- Vice-President (French): Camille Pélet - [clawvpfr@uottawa.ca](mailto:clawvpfr@uottawa.ca)
- Vice-President (English): Emily Keeping - [vpenglish.aeclss@uottawa.ca](mailto:vpenglish.aeclss@uottawa.ca)
- Vice-President (External Affairs): Mehak Rana - [vpexternal.aeclss@uottawa.ca](mailto:vpexternal.aeclss@uottawa.ca)
- Vice-President (Communications): Leona Connelly  
- [vpcommunications.aeclss@uottawa.ca](mailto:vpcommunications.aeclss@uottawa.ca)
- Vice-President (Clubs): Vacant - [vpclubs.aeclss@uottawa.ca](mailto:vpclubs.aeclss@uottawa.ca)
- Vice-President (Equity): Shirin Nasiri - [vpequity.aeclss@uottawa.ca](mailto:vpequity.aeclss@uottawa.ca)
- Vice-President (Social Affairs): Natasha Gosselin - [clawsoc@uottawa.ca](mailto:clawsoc@uottawa.ca)
- Vice President (Athletic Affairs): Mitchell Tucker - [vpathletic.aeclss@uottawa.ca](mailto:vpathletic.aeclss@uottawa.ca)
- General email: [aeclss@uottawa.ca](mailto:aeclss@uottawa.ca)

## **7. CLASSROOM ETIQUETTE**

The classroom is a learning-based environment. Everyone in the class should be able to learn without being unduly hindered by others. Therefore, students are expected to maintain proper decorum in the classroom, which includes but is not restricted to the following:

### **RESPECTFUL EXCHANGE OF IDEAS**

Free exchange of ideas is a cornerstone of higher education. Oftentimes, our learning experience in the classroom is enhanced when different ideas, opinions and perspectives are expressed and rigorously debated. Therefore, your participation in the classroom discussions is highly valued, and in fact expected.

Freedom of expression, however, does not entail the freedom to bully or threaten others. Your colleagues or the instructor may hold different ideas or opinions from yours. Although this may challenge you and even make you uncomfortable, keep an open mind about these different perspectives. You are encouraged to voice your disagreement but do so while bearing in mind that everyone deserves the same level of respect from you as you wish from them. Aggressive language and/or behaviours will not be tolerated.

While classroom participation is strongly encouraged, be courteous to your colleagues and do **not monopolize the conversation. Allow others the same opportunity to participate.**

### **SAFE LEARNING ENVIRONMENT**

In conformity with legislation and University policy, the maintenance of a learning environment that promotes the understanding and respect for personal dignity is a priority in the classroom. Acts of discrimination, harassment and sexual violence will not be tolerated. Students are strongly advised to familiarize themselves with **University Policy 67a on the prevention of harassment and discrimination** (<https://www.uottawa.ca/about-us/policies-regulations/policy-67a-prevention-harassment-and-discrimination>) and **Policy 76b on the prevention of sexual violence** (<https://www.uottawa.ca/about-us/policies-regulations/policy-67b-prevention-sexual-violence>).

### **PROPER COMPUTER & CELL PHONE USAGE**

Technologies offer tremendous opportunities for enhancing the classroom learning experience. Where appropriate, the instructor will permit and/or actively incorporate the usage of technologies in the class. In those instances, students are encouraged to participate in the classroom activities using their laptop computers, tablets, and/or smart phones. In addition, students who wish to do so are free to take notes using their digital devices.

However, use of computers and/or cell phones can often also be a source of distraction in the classroom. Students are therefore asked to refrain from using their digital devices for non-class related purposes during class time. If you fail to honour this request, you may be asked to leave the classroom. Repeated or particularly egregious disregard of this etiquette respecting the use of digital devices could result in a referral of the matter to the Vice Dean for appropriate sanction. **Be sure to turn your cell phones off or to silent mode when you are in the classroom.**

## **RESPONSIBLE LEARNERS**

The creation of a safe and positive classroom environment is a shared responsibility between the instructor and students.

When you miss a class, unless it is an excused absence, you are responsible for obtaining any information/material that has been transmitted by the instructor to the class in your absence from your colleagues; it is not the instructor's responsibility to recommunicate such information and/or material to you.

Students who walk into the classroom late or leave early can distract other students. Therefore, you are asked to avoid tardiness or leaving the class early. If it is absolutely necessary for you to enter or leave the classroom while class is still in session, do your best not to disrupt the class upon entering or exiting the classroom.

## **8. SCHEDULE OF CLASSES, TOPICS, ACTIVITIES & EVALUATIONS**

Class	Date	Topics & Readings
<b>PART I: <i>Foundations of Global Health Law</i></b>		
1	Tue 28 Jan	<p><b>Course Overview &amp; Global Public Health</b></p> <p><u>Required Readings:</u> <i>None</i></p>
2	Thu 30 Jan	<p><b>What is Global Health Law? Part I</b> <i>Normative Foundations</i></p> <p><u>Required Readings:</u></p> <p>Gostin &amp; Meier, Chapter 1 (pp. 21-35) &amp; Chapter 2 (pp. 40-60)</p> <p>World Health Organization, <a href="#"><u>Constitution of the World Health Organization</u></a>, in Basic Documents, 49th ed (Geneva: WHO, 2020)[<b>skim but read Preamble &amp; Arts. 1, 2, 9 to 37 and 44 to 54</b>]</p> <p><a href="#"><u>Statute of the International Court of Justice</u></a>, 18 April 1946, XV UNCIO 335, amendments in 557 UNTS 143, 638 UNTS 308 and 892 UNTS 119 [<b>skim but read Art. 38(1)</b>]</p> <p><u>Additional Resources:</u></p> <p>Lieblich, Eliav, “How to Do Research in International Law? A Basic Guide for Beginners” (2020) SSRN Electronic Journal, online: &lt;<a href="https://www.ssrn.com/abstract=3704776">https://www.ssrn.com/abstract=3704776</a>&gt;. [<b>while optional, this paper is highly recommended prior to undertaking the written assignment in this course</b>]</p> <p>Gostin, Lawrence O &amp; Allyn L Taylor, “<a href="#"><u>Global Health Law: A Definition and Grand Challenges</u></a>” (2008) 1:1 Public Health Ethics 53–63.</p> <p>Toebes, Brigit, “<a href="#"><u>Global health law: defining the field</u></a>” in <i>Research Handbook on Global Health Law</i> (Cheltenham, UK: Edward Elgar Publishing, 2018).</p>
3	Tue 4 Feb	<p><b>What is Global Health Law? Part II</b> <i>A Proliferating Landscape of State &amp; non-State Actors</i></p> <p><u>Required Readings:</u></p>

		<p>Gostin &amp; Meier, Chapter 3 (pp. 65-87) &amp; Chapter 5 (pp. 122-132)</p> <p>Richardson, Eugene T, “<a href="#">On the coloniality of global public health</a>” (2019) 6:4 Medicine Anthropology Theory 101–118.</p> <p><u>Additional Resources:</u></p> <p>Frenk, Julio &amp; Suerie Moon, “<a href="#">Governance Challenges in Global Health</a>” (2013) 368:10 New England Journal of Medicine 936–942.</p> <p>The Right Honourable Justin Trudeau, “<a href="#">Canada’s vision for global health and gender equality</a>” (2018) 391:10131 Lancet 1651–1653.</p> <p>Nixon, Stephanie A et al, “<a href="#">Canada’s global health role: supporting equity and global citizenship as a middle power</a>” (2018) 391:10131 The Lancet 1736–1748.</p>
4	Thu 6 Feb	<p><b>International Law and the Right to Health</b></p> <p><u>Required Readings:</u></p> <p>Gostin &amp; Meier, Chapter 4 (pp. 91-106)</p> <p><a href="#">Universal Declaration of Human Rights</a>, UNGA, 3rd Sess, UN Doc A/810 (1948) GA Res 217A (III) (<b>skim but read Preamble, Arts. 1, 2, 25</b>)</p> <p><a href="#">International Covenant on Economic, Social and Cultural Rights</a>, 16 December 1966, 993 UNTS 3 (entered into force 3 January 1976). (<b>skim but read Preamble, Arts. 1-2 &amp; 12</b>)</p> <p>UN Committee on Economic, Social and Cultural Rights, <a href="#">General Comment No. 14: The Right to the Highest Attainable Standard of Health</a> (Art. 12), UN CESCR, 2000, UN Doc E/C.12/2000/4.</p> <p>Also skim:  <a href="#">International Covenant on Civil and Political Rights</a>, 19 December 1966, 999 UNTS 171 (entered into force 23 March 1976)</p> <p><u>Additional Resources:</u></p> <p>Hunt, Paul, “<a href="#">Interpreting the International Right to Health in a Human Rights-Based Approach to Health</a>” (2016) 18:2 Health Hum Rights 109–130.</p>

		<p>Yamin, Alicia Ely, Luciano Bottini Filho &amp; Camila Gianella Malca, <a href="#"><i>Advancing the right to health: from exhortation to action</i></a> (WHO: Geneva, 2024).</p> <p>Forman, Lisa, “The Evolution of the Right to Health in the Shadow of COVID-19”, (4 February 2020), online: <i>Health and Human Rights Journal</i> &lt;<a href="https://www.hhrjournal.org/2020/04/the-evolution-of-the-right-to-health-in-the-shadow-of-covid-19/">https://www.hhrjournal.org/2020/04/the-evolution-of-the-right-to-health-in-the-shadow-of-covid-19/</a>&gt;.</p>
<b>PART II: Global Health Law in Action – Infectious Disease Threats</b>		
5	Tue 11 Feb	<p><b>Past, Present and Future of WHO’s 2005 <i>International Health Regulations</i></b></p> <p><u>Required Readings:</u></p> <p>Gostin &amp; Meier, Chapter 6 (pp. 147-170)</p> <p>World Health Organization, World Health Assembly, <a href="#"><i>Revisions of the International Health Regulations</i></a>, Res WHA58.3, 58th Assembly, 23 May 2005.</p> <p>World Health Organization, <i>International Health Regulations (2005)</i>, WHA77/A/CONF./14 (adopted 1 June 2024), 77th World Health Assembly (2024), online: WHO <a href="https://apps.who.int/gb/ebwha/pdf_files/WHA77/A77_ACONF14_en.pdf">https://apps.who.int/gb/ebwha/pdf_files/WHA77/A77_ACONF14_en.pdf</a>.</p> <p><u>Also skim:</u></p> <p>Global Health Law Consortium &amp; International Commission of Jurists. <a href="#"><i>Principles and Guidelines on Human Rights and Public Health Emergencies</i></a> (Geneva: Fondation Brocher, 2023).</p> <p><u>Additional Resources:</u></p> <p>Fidler, David P, “<a href="#"><i>From International Sanitary Conventions to Global Health Security: The New International Health Regulations</i></a>” (2005) 4:2 Chinese Journal of International Law 325–392.</p> <p>Huber, Valeska, “<a href="#"><i>The Unification of the Globe by Disease? The International Sanitary Conferences on Cholera, 1851-1894</i></a>” (2006) 49:2 The Historical Journal 453–476.</p> <p>Habibi, Roojin et al, “Do not violate the International Health Regulations during the COVID-19 outbreak” (2020) 395 The Lancet,</p>

		<p>online: &lt;<a href="https://www.thelancet.com/journals/lancet/article/PIIS0140-6736(20)30373-1/fulltext">https://www.thelancet.com/journals/lancet/article/PIIS0140-6736(20)30373-1/fulltext</a>&gt;.</p> <p>Foster, Caroline, “<a href="#">Justified Border Closures do not violate the International Health Regulations 2005</a>”, (6 November 2020), online: <a href="https://www.ejiltalk.org/justified-border-closures-do-not-violate-the-international-health-regulations-2005/">EJIL: Talk! &lt;https://www.ejiltalk.org/justified-border-closures-do-not-violate-the-international-health-regulations-2005/&gt;</a>.</p> <p>Browse the Geneva Graduate Institute’s “Governing Pandemics” website at <a href="http://www.governingpandemics.org">www.governingpandemics.org</a>.</p>
6	Thu 13 Feb	<p><b>Sharing Pathogens and their Benefits Across Borders</b></p> <p><u>Required Readings:</u></p> <p>Gostin &amp; Meier, Chapter 16 (pp. 424-442)</p> <p><a href="#">Convention on Biological Diversity</a>, 5 June 1992, 1760 UNTS 79 (entered into force 29 December 1993)(<b>skim but read Preamble, Arts, 1-4, 15-16, 23, 28</b>)</p> <p><a href="#">Nagoya Protocol on Access to Genetic Resources and the Fair and Equitable Sharing of Benefits Arising from their Utilization to the Convention on Biological Diversity</a>, 29 October 2010, 3008 UNTS 3 (entered into force 12 October 2014) [<b>skim but read Arts. 1-6, 8</b>]</p> <p>Also skim: World Health Organization, <a href="#">Pandemic Influenza Preparedness (PIP) Framework for the Sharing of Influenza Viruses and Access to Vaccines and other Benefits</a>, 2nd ed (Geneva: WHO, 2021).</p> <p><u>Additional Resources:</u></p> <p>WHO Secretariat. <a href="#">Implementation of the Nagoya Protocol and Pathogen Sharing: Public Health Implications – WHO Study</a> (Geneva: WHO, 2017).</p>
7	Tue 18 Feb	<p><b>International Trade Law and Access to Essential Medicines</b></p> <p><i>Guest Lecturer: Stuart Trew</i>, Senior Researcher, Canadian Centre for Policy Alternatives</p> <p><u>Required Readings:</u></p> <p>Gostin &amp; Meier, Chapter 12 (pp. 311-333, except Case Study on WTO Dispute Settlement &amp; Tobacco Plain Packaging on pp. 327-328)</p>

		<p>Houston, Adam R et al, “Canada’s role in covid-19 global vaccine equity failures” (2023) 382 BMJ, online: &lt;<a href="https://www.bmjjournals.org/lookup/doi/10.1136/bmj-2023-075149">https://www.bmjjournals.org/lookup/doi/10.1136/bmj-2023-075149</a>&gt;.</p> <p><i>Agreement on Trade-Related Aspects of Intellectual Property Rights</i>, 15 April 1994, Marrakesh Agreement Establishing the World Trade Organization, Annex 1C, 1869 UNTS 299 (1994) [TRIPS Agreement].</p> <p><i>Declaration on the TRIPS agreement and public health</i>, WTO Ministerial Conference, Fourth Session, Doha, 9–14 November 2001, WT/MIN(01)/DEC/2, 20 November 2001.</p> <p><i>Also skim:</i>  <i>WTO in Brief</i>, by World Trade Organization (Geneva, 2023). Available online: <a href="https://www.wto.org/english/thewto_e/whatis_e/inbrief_e/inbr_e.pdf">https://www.wto.org/english/thewto_e/whatis_e/inbrief_e/inbr_e.pdf</a>.</p> <p>Health Canada, “Canada’s Access to Medicines Regime”, (26 July 2004), online: &lt;<a href="https://www.canada.ca/en/health-canada/services/canada-access-medicines-regime.html">https://www.canada.ca/en/health-canada/services/canada-access-medicines-regime.html</a>&gt;.</p> <p><u>Additional Resources:</u></p> <p>Stuart Trew, “WTO compromise on TRIPS waiver is a disgrace”, (22 March 2022), online: CCPA &lt;<a href="https://www.policyalternatives.ca/news-research/wto-compromise-on-trips-waiver-is-a-disgrace/">https://www.policyalternatives.ca/news-research/wto-compromise-on-trips-waiver-is-a-disgrace/</a>&gt;.</p> <p>Deborah Gleeson et al, “Analyzing the impact of trade and investment agreements on pharmaceutical policy: provisions, pathways and potential impacts” (2019) 15:Suppl 1 Global Health 78.</p> <p>James Love, “TRIPS waiver, circa (Feb 7) 2022”, (2 July 2022), online: Medium &lt;<a href="https://jamie-love.medium.com/trips-waiver-circa-2020-450df671a24c">https://jamie-love.medium.com/trips-waiver-circa-2020-450df671a24c</a>&gt;.</p> <p>McGrady, Benn, “<a href="#">Health and international trade law</a>” in Gian Luca Burci &amp; Brigit Toebes, eds, <i>Research Handbook on Global Health Law</i> (Edward Elgar Publishing, 2018).</p>
NC	Wed 19 Feb	<p><b>Poverty, Agency, and Resistance in the Future of International Law: An African Perspective in a Time of Global Ferment</b> by Professor Obiora C. Okafor, Chair in International Law and Institutions, School of Advanced International Studies (SAIS), Johns Hopkins University</p> <p>For more details, visit <a href="https://www.uottawa.ca/research-innovation/events-all/poverty-agency-resistance-future-international-law-african-perspective-time-global">https://www.uottawa.ca/research-innovation/events-all/poverty-agency-resistance-future-international-law-african-perspective-time-global</a>.</p>

<b>8</b>	Thu 20 Feb	Class cancelled to enable attendance on OpenAIR Lecture on Wed 19 Feb.
<b>PART III: Global Health Law in Action – Non-Communicable Disease Threats</b>		
		<p><b>Regulating Non-Communicable Health Threats Beyond Tobacco</b>  <i>Guest Lecturer:</i> Safura Abdool Karim, Berman Institute-Oxford Joint Postdoctoral Fellow in Global Infectious Disease Ethics, Johns Hopkins University [TBD]</p> <p><u>Required Readings:</u></p> <p>Gostin &amp; Meier, Chapter 7 (pp. 180-199)</p> <p>Zhou, Suzanne, “<a href="#">What Difference Would a Binding International Legal Instrument on Alcohol Control Make? Lessons from the World Health Organization Framework Convention on Tobacco Control's Impact on Domestic Litigation</a>” (2021) 12:2 European Journal of Risk Regulation 514–529.</p>
<b>9</b>	Tue 25 Feb	<p><u>Additional Resources:</u></p> <p>Hesselman, Marlies &amp; Brigit Toebe, “<a href="#">Adopting New International Health Instruments – What Can We Learn From the FCTC?</a>” (2017) 7:3 Int J Health Policy Manag 264–267.</p> <p>Ó Cathaoir, Katharina, Mette Hartlev &amp; Céline Brassart Olsen, “<a href="#">Global health law and obesity: towards a complementary approach of public health and human rights law</a>” in Gian Luca Burci &amp; Brigit Toebe, eds, <i>Research Handbook on Global Health Law</i> (Edward Elgar Publishing, 2018).</p> <p>Garde, Amandine, “<a href="#">Global health law and non-communicable disease prevention: maximizing opportunities by understanding constraints</a>” in Gian Luca Burci &amp; Brigit Toebe, eds, <i>Research Handbook on Global Health Law</i> (Edward Elgar Publishing, 2018).</p>
<b>10</b>	Thu 27 Feb	<i>Class cancelled</i>
<b>READING WEEK (3 – 7 March 2024) – NO CLASSES</b>		
<b>11</b>	Tue 11 Mar	<p><b>Global Tobacco Control</b></p> <p><u>Required Readings:</u></p> <p>Gostin &amp; Meier, Chapter 7 (pp. 175-180), Chapter 12 (Case Study on WTO Dispute Settlement &amp; Tobacco Plain Packaging, pp. 327-328)</p>

		<p>Margherita Melillo, <a href="#"><i>Weaponising Evidence: A History of Tobacco Control in International Law</i></a> (Cambridge: Cambridge University Press, 2024), Chapter 2 (read only pp. 31-39)</p> <p>McCabe Centre for Law and Cancer, <a href="#"><i>The Australia – Plain Packaging disputes at the WTO: a summary and stocktake after the final Appellate Body decision</i></a> (Melbourne, Australia, 2021).</p> <p><a href="#"><i>WHO Framework Convention on Tobacco Control</i></a>, 21 May 2003, 2302 UNTS 166 (entered into force 27 February 2005).</p> <p><u>Additional Resources:</u></p> <p>Browse the “Tobacco Tactics” website at <a href="https://tobaccotactics.org">https://tobaccotactics.org</a>.</p> <p>Mamudu, HM &amp; SA Glantz, “<a href="#"><i>Civil society and the negotiation of the Framework Convention on Tobacco Control</i></a>” (2009) 4:2 Global Public Health 150–168.</p> <p><a href="#"><i>Protocol to Eliminate Illicit Trade in Tobacco Products</i></a>, 12 November 2012, 3276 UNTS (entered into force 25 September 2018)</p>
12	Thu 13 Mar	<p><b>Protecting Health from Transnational Corporate Harms</b></p> <p><u>Required Readings:</u></p> <p>Gostin &amp; Meier, Chapter 13 (pp. 339-360)</p> <p>World Health Organization, <a href="#"><i>International Code of Marketing of Breast-milk Substitutes</i></a>, by World Health Organization (Geneva, 1981).</p> <p><u>Additional Resources:</u></p> <p>De Falco, Rossella et al, “<a href="#"><i>Assessing the Human Rights Framework on Private Health Care Actors and Economic Inequality</i></a>” (2023) 25:2 Health and Human Rights Journal 125–139.</p> <p>Sikkink, Kathryn, “<a href="#"><i>Codes of Conduct for Transnational Corporations: The Case of the WHO/UNICEF Code</i></a>” (1986) 40:4 International Organization 815–840.</p> <p>Hunt, Paul &amp; Rajat Khosla, “<a href="#"><i>Are drug companies living up to their human rights responsibilities? The perspective of the former United Nations Special Rapporteur</i></a>” (2002-2008) (2010) 7:9 PLoS Med e1000330.</p>

#### PART IV: From Global to Planetary Health Law

13	Tue 18 Mar	<p><b>International Law and the Environmental Determinants of Health</b></p> <p><u>Required Readings:</u></p> <p>Gostin &amp; Meier, Chapter 9 (pp. 231-253)</p> <p><i>The human right to a clean, healthy and sustainable environment</i>, UN General Assembly, 76th sess, UN Doc A/76/L.75 (2022)</p> <p>UN Committee on the Rights of the Child, <i>General comment No. 26 (2023) on children's rights and the environment, with a special focus on climate change</i>, UN Doc CRC/C/GC/26 (2023) (skim but read paras. 37-44).</p> <p>UNEP Intergovernmental Negotiating Body, <i>Revised draft text of the international legally binding instrument on plastics pollution, including in the Marine Environment</i> (23-30 April 2024)</p> <p><u>Additional Resources:</u></p> <p>One Health High-Level Expert Panel (OHHLEP) et al, “<i>One Health: A new definition for a sustainable and healthy future</i>” (2022) 18:6 PLOS Pathogens e1010537.</p> <p>“WHO Asks Member States: Join Talks On Global Plastics Treaty, Up Game In Climate Action For Health - Health Policy Watch”, (27 January 2024), online: &lt;<a href="https://healthpolicy-watch.news/who-asks-member-states-to-join-talks-on-global-plastic-treaty-and-up-the-game-with-climate-action/">https://healthpolicy-watch.news/who-asks-member-states-to-join-talks-on-global-plastic-treaty-and-up-the-game-with-climate-action/</a>&gt;.</p> <p>Browse the Intergovernmental Negotiating Committee on Plastic Pollution’s website at <a href="https://www.unep.org/inc-plastic-pollution">https://www.unep.org/inc-plastic-pollution</a>.</p>
14	Thu 20 Mar	<p><b>One Health and Antimicrobial Resistance</b></p> <p><u>Required Readings:</u></p> <p>Gostin &amp; Meier, Chapter 15 (pp. 396-417)</p> <p><u>Additional Resources:</u></p> <p>Macdonald, Mia, “Emerging from COVID-19: A New, Rights-Based Relationship with the Nonhuman World?” (2021) 23:2 Health and Human Rights Journal, online: &lt;<a href="https://www.hhrjournal.org/2021/12/perspective-emerging-from-">https://www.hhrjournal.org/2021/12/perspective-emerging-from-</a>&gt;</p>

		<a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7970212/">covid-19-a-new-rights-based-relationship-with-the-nonhuman-world/</a> .
15	Tue 25 Mar	<p><b>Climate Change an Existential Threat to Human Health</b></p> <p><u>Required Readings:</u></p> <p>Gostin &amp; Meier, Chapter 19 (pp. 501-522)</p> <p>Carlson, Colin J, Gregory F Albery &amp; Alexandra Phelan, “Preparing international cooperation on pandemic prevention for the Anthropocene” (2021) 6:3 BMJ Glob Health, online: &lt;<a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7970212/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7970212/</a>&gt;.</p> <p><u>Additional Resources:</u></p> <p>Phelan, Alexandra L, “<a href="#">The Environment, a Changing Climate and Planetary Health</a>” in <i>Foundations of Global Health and Human Rights</i> (Oxford, UK: Oxford University Press, 2020).</p>
<b>PART V: Cross-Cutting Challenges in the Future of Global Health Law</b>		
16	Thu 27 Mar	<p><b>Making Global Health a Global Priority</b></p> <p><u>Required Readings:</u></p> <p>Gostin &amp; Meier, Chapter 14 (pp. 366-388)</p> <p>Matthew M Kavanagh, “WHO Withdrawal Could Be a Disaster—or an Opportunity”, (24 January 2025), online: <i>Foreign Policy</i> &lt;<a href="https://foreignpolicy.com/2025/01/23/trump-us-who-withdrawal-global-health/">https://foreignpolicy.com/2025/01/23/trump-us-who-withdrawal-global-health/</a>&gt;.</p> <p><u>Additional Resources:</u></p> <p>Sloate, Lori, “2024 WHO Board Meeting: Flexible Finances and Global Crises Top Agenda   Think Global Health”, <i>Think Global Health</i> (19 January 2024), online: &lt;<a href="https://www.thinkglobalhealth.org/article/2024-who-board-meeting-flexible-finances-and-global-crises-top-agenda">https://www.thinkglobalhealth.org/article/2024-who-board-meeting-flexible-finances-and-global-crises-top-agenda</a>&gt;.</p> <p>Benjamin M Hunter et al, <i>Private Financial Actors and Financialisation in Global Health</i> (Kuala Lumpur: United Nations University - International Institute for Global Health, 2025).</p> <p>Banco, Erin, Ashleigh Furlong &amp; Lennart Pfahler, “How Bill Gates and partners used their clout to control the global Covid response—with</p>

		<p>little oversight”, POLITICO (14 September 2022), online: &lt;<a href="https://www.politico.com/news/2022/09/14/global-covid-pandemic-response-bill-gates-partners-00053969">https://www.politico.com/news/2022/09/14/global-covid-pandemic-response-bill-gates-partners-00053969</a>&gt;.</p> <p>Nason Maani et al, “The new WHO Foundation—global health deserves better” (2021) 6:2 BMJ Glob Health, online: &lt;<a href="https://gh.bmjjournals.org/content/6/2/e004950">https://gh.bmjjournals.org/content/6/2/e004950</a>&gt;.</p>
<b>17</b>	Tue 1 Apr	<b>From Global Rhetoric to Local Action</b> <i>In-Class Case Study Presentations</i>
<b>18</b>	Thu 3 Apr	<b>From Global Rhetoric to Local Action: Case Studies</b> <i>In-Class Case Study Presentations</i>

## **9. APPENDIX**

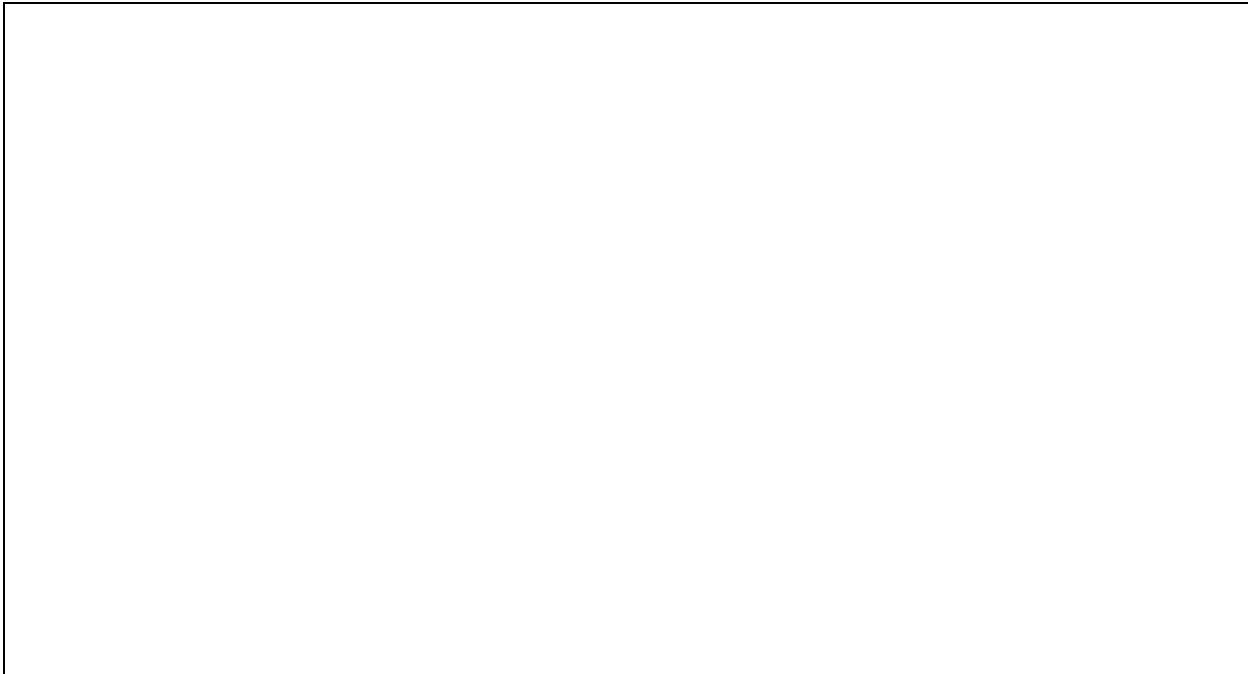
### **Attestation on Use of Artificial Intelligence in Assignments**

**Academic integrity** means being responsible for the quality of your work, preparing it honestly and respecting the intellectual community you are part of as a student. It is a core value in all scholarly work.

The use of generative AI is permitted on this assignment, provided that the student work complies with the University of Ottawa [Academic Regulation A-4: Academic Integrity and Academic Misconduct](#). The University regulation requires disclosure that specific technology was used (and for what purpose).

In the space below, please list the technology used, for what purpose, as well as all the prompts you have used. For example:

- *Technology used: ChatGPT*
- *Purpose: generate an overview of a legal rule*
- *Prompt: “write a 200 word overview on the rules of forum non conveniens in Ontario”*



**By submitting this assignment, you are declaring that your use of generative AI for this assignment/examination complies with the Academic Regulation A-4.**

Student name \_\_\_\_\_

Student number \_\_\_\_\_