

Global Health Politics and Policy
POLs 4840/5840-01
Saint Louis University
Spring 2021

Dr. Emmanuel Uwalaka

W: 4:15-7:00 pm

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Classroom: ONLINE

@ **Welcome to the course**

Lecture notes, announcements, etc., will be via Blackboard. Lectures will be delivered via Zoom. There will be zoom office hour (TBA). Given the current circumstances, the best way to reach me is via zoom appointment, email, or telephone (314, 749-5917). I will endeavor to get back to you within 24 hours.

Course Description

The purpose of this course is to offer students political and analytical insights into understanding some health policy issues in the U.S. and the developing world. It examines how power relations and values help determine choices made about how to confront health issues. Of particular interest in this course are health care reform in the U.S, pandemics such as HIV/AIDS, and COVID-19. We shall explore the political and philosophical debates surrounding health issues. The course is organized around the following themes.

- Theory, ideology and politics: Critical perspectives
- Paradigmatic differences about ethical implications of health care
- The health of individuals
- Individuals, society, and health obligations to other societies
- Institutions and Health Policy
Civil Society: Politics and Health Policy
- Challenges/effective responses
- In addition, there will be case studies that illustrate and probe the topics outlined above.

Course Objectives

Upon successful completion of the course the students will

- 1) understand the political, diplomatic, and philosophical underpinnings of any health policy issue
- 2) be familiar with the political roles of individuals, societies, institutions, and political leaders relative to health policy
- 3) be able to identify and classify the major factors affecting a major health issue
- 4) to develop skills in case analysis

Learning Outcomes

Design original research to test arguments and hypothesis with qualitative and/or quantitative approaches

Able to assess the effects of various social and political structures and public policies to determine which are more likely to promote equality, justice, freedom, or other values important to them

Able to use their knowledge of different paradigms to explain any health policy

Identify and analyze national and international factors against responses to epidemics.

Texts (Required)

- Morone & Ehlke. 2013. Health Politics and Policy, 5th edition Stamford, CT: Cengage Learning (Required) A copy on reserve desk, Pius Library.
- Illingworth, Patricia and Wendy E. Parmet. 2006. Ethical Health Care, New Jersey: Pearson/Prentice Hall (Required)
- Matlin, Stephen and Kickbusch, Iiona. 2017. Pathways to Global Health: Case Studies in Global Health Diplomacy (Volume 2), World Scientific Publishing Co. (Required)
- Weissert, William and Weissert Carol. 2019. Governing Health: The Politics of Health Policy. 5th edition Baltimore, John Hopkins University Press. (Required)

The required books are available for purchase at the University bookstore—Barnes & Noble, Busch Student Center. In addition, a set of supplemental readings is required. Some of the readings will be scanned and sent to you as email attachments.

Course Requirements

Instructor will record your presence (online) for class from time to time. Students will be expected to complete assigned readings before the next week's class, participate in class discussions and prepare for case studies. Students should be aware of factors that affect global health issues and policy. Most of the time, the instructor will begin class by asking "what is the latest?" The idea is to allow you express yourself on what you have observed or read about health-related issues at the local, state, national or international level. Your participation efforts at this level will be recorded toward class participation points.

Research Project: Students will be expected to do literature review on any specific health-related issue of interest to them. The textbooks, syllabus or class discussions could be sources for literature review topic. Each student should have a tentative topic by the fourth week of class. Feel free to discuss your choice of a topic with me. A separate handout on the choice of a topic and literature review will be given in class. We shall discuss the review process in class.

Significance of Literature Review: This is to expose you to some of the concepts, theories, hypothesis, definitions, etc., used by other scholars, and through your review and analysis add to the literature in the discipline.

As part of class participation, during the last week of the semester students will be reminded to complete an on-line course evaluation. Students will be notified when screens will be accessible for students to submit the evaluation.

Students are reminded that this document is subject to revision(s) where necessary.

Course Grading

Mid-term	30 points
Blackboard discussion posts	15
Participation in seminar discussion	15
Other class participation (attendance, maintaining collegiality, respect for diversity of viewpoints, etc.)	10
Research project	30

The numerical equivalents of letter grades are:

93-100 = A	83-86 = B	80-82 = B-
90-92 = A-	77-79 = C+	73-76 = C
87-89 = B+	70-72 = C-	60--69 = D
Below 60 = F		

NOTE: Final grades will not be changed unless there is an error in computation.

Fall 2020 College of Arts & Sciences Policies

Academic Integrity

Academic integrity is honest, truthful and responsible conduct in all academic endeavors. The mission of Saint Louis University is “the pursuit of truth for the greater glory of God and for the service of humanity.” Accordingly, all acts of falsehood demean and compromise the corporate endeavors of teaching, research, health care, and community service through which SLU fulfills its mission. The University strives to prepare students for lives of personal and professional integrity, and therefore regards all breaches of academic integrity as matters of serious concern. The full University-level Academic Integrity Policy can be found on the Provost's Office website at: https://www.slu.edu/provost/policies/academic-and-course/policy_academic-integrity_6-26-2015.pdf.

Additionally, each SLU College, School, and Center has its own academic integrity policies, available on their respective websites.

Disability Accommodations

Students with a documented disability who wish to request academic accommodations must formally register their disability with the University. Once successfully registered, students also must notify their course instructor that they wish to use their approved accommodations in the course.

Please contact Disability Services to schedule an appointment to discuss accommodation requests and eligibility requirements. Most students on the St. Louis campus will contact Disability Services, located in the Student Success Center and available by email at Disability_services@slu.edu or by phone at 314.977.3484. Once approved, information about a student's eligibility for academic accommodations will be shared with course instructors by email from Disability Services and within the instructor's official course roster. Students who do not have a documented disability but who think they may have one also are encouraged to contact to Disability Services. Confidentiality will be observed in all inquiries.

Note: due to accreditation requirements, regulatory differences, and/or location-specific resources, the School of Law, the School of Medicine, and SLU Madrid have their own standard language for syllabus statements related to disability accommodations. Faculty in those units should seek guidance for syllabus requirements from their dean's office

Title IX

Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If you have encountered any form of sexual harassment, including sexual assault, stalking, domestic or dating violence, we encourage you to report this to the University. If you speak with a faculty member about an incident that involves a Title IX matter, **that faculty member must notify SLU's Title IX Coordinator and share the basic facts of your experience.** This is true even if you ask the faculty member not to disclose the incident. The Title IX Coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.

Anna Kratky is the Title IX Coordinator at Saint Louis University (DuBourg Hall, room 36; anna.kratky@slu.edu; 314-977-3886). If you wish to speak with a confidential source, you may contact the counselors at the University Counseling Center at 314-977-TALK or make an anonymous report through SLU's Integrity Hotline by calling 1-877-525-5669 or online at <https://www.lighthouse-services.com/StandardCustomURL/LHILandingPage.asp>. To view SLU's policies, and for resources, please visit the following web addresses: <https://www.slu.edu/here4you> and <https://www.slu.edu/general-counsel>.

IMPORTANT UPDATE: SLU's Title IX Policy (formerly called the Sexual Misconduct Policy) has been significantly revised to adhere to a new federal law governing Title IX that was released on May 6, 2020. Please take a moment to review the new policy and information on the following web address: <https://www.slu.edu/here4you>. Please contact the Anna Kratky, the Title IX Coordinator, with any questions or concerns.

Note: due to accreditation requirements, regulatory differences, and/or location-specific resources, the School of Law, the School of Medicine, and SLU Madrid have their own standard language for syllabus statements related to Title IX. Faculty in those units should seek guidance for syllabus requirements from their dean's office.

Mandatory Statement on Face Masks (Fall 2020)

The University's [Interim Policy on Face Masks](#) governs all students, faculty, staff, and campus visitors in all University-owned, leased, or operated facilities. All persons physically present in any such University facility associated with this course shall comply fully with this policy at all times. Masks must be worn before entry to all such University facilities (as well as outdoors on all University property when six feet of distance is unpredictable or cannot be maintained).

Saint Louis University is committed to maintaining an inclusive and accessible environment. Individuals who are unable to wear a face mask due to medical reasons should contact the Office of Disability Services or Human Resources to initiate the accommodation process identified in the University's [ADA Policy](#). Inquires or concerns may also be directed to the [Office of Institutional Equity and Diversity](#). Notification to instructors of SLU-approved ADA accommodations should be made in writing prior to the first class session in any term (or as soon thereafter as possible).

As the instructor of this course, I shall comply fully with SLU's policy and all related ADA regulations.

Students who attempt to enter a classroom without wearing masks will be asked by the instructor to wear masks prior to entry. Students who remove their masks at any time during a class session will be asked by the instructor to resume wearing their masks.

Note: Accordingly, no consumption of any food will be allowed in class.

Students who do not comply with a request by a SLU instructor to wear a mask in accordance with the University's *Interim Policy on Face Masks* may be subject to disciplinary actions per the rules, regulations, and policies of Saint Louis University, including but not limited to the *Student Handbook*. Non-compliance with this policy may result in disciplinary action, up to and including any of the following:

- dismissal from the course(s)
- removal from campus housing (if applicable)
- dismissal from the University

To immediately protect the health and well-being of all students, instructors, and staff, instructors reserve the right to cancel or terminate any class session at which any student fails to comply with faculty or staff request to wear a mask in accordance with University policy.

Students are strongly encouraged to identify to their instructor any student or instructor not in compliance. Non-compliance may be anonymously reported via the SLU Integrity Hotline at 1-877-525-5669 (or confidentially via the Integrity Hotline's website at <http://www.lighthouse-services.com/slu>).

Attendance

The health and well-being of SLU's students, staff, and faculty are critical concerns. Accordingly, the following University policy statements on in-person class attendance are designed to preserve and advance the collective health and well-being of our institutional constituencies.

1. Students who exhibit any [potential COVID symptoms](#) (those that cannot be attributed to some other medical condition the students are known to have, such as allergies, asthma, etc.) shall absent themselves from any in-person class attendance or in-person participation in any class-related activity until they have been evaluated by a qualified medical official. Students should contact the [University Student Health Center](#) for immediate assistance.
2. Students who exhibit any [potential COVID symptoms](#) (those that cannot be attributed to some other medical condition the students are known to have, such as allergies, asthma, etc.) but who feel well enough to a) attend the course synchronously in an online class session or b) participate in asynchronous online class activities, are expected to do so. Those who do not feel well enough to do so should absent themselves accordingly.
3. Students (whether exhibiting any of potential COVID symptoms or not, and regardless of how they feel) who are under either an isolation or quarantine directive issued by a qualified health official must absent themselves from all in-person course activity per the stipulations of the isolation or quarantine directive. They are expected to participate in synchronous or asynchronous online class activities as they feel able to do so, or absent themselves accordingly.
4. Students are responsible for notifying each instructor of an absence as far in advance as possible; when advance notification is not possible, students are responsible for notifying each instructor as soon after the absence as possible.
5. As a temporary amendment to the current [University Attendance Policy](#), all absences due to illness or an isolation/quarantine directive issued by a qualified health official shall be considered "Authorized" absences (effective August 2020 through May 2021).

Distance Education Etiquette

Your actions in distance education contexts are just as important as in on-ground, face-to-face educational contexts – and sometimes require additional attention and commitment, as some distance education technologies might be less familiar to us. Accordingly, all students are expected to follow the guidelines below:

Synchronous Video Contexts (Zoom, etc.)

1. Mute your microphone when you are not speaking. Remember to “un-mute” yourself just prior to speaking. Identify yourself when you begin speaking.
2. Expect a few seconds of delay in getting a response from the instructor or another class member to a question; wait before repeating your question or assuming it was not heard.
3. If possible, position your camera such that your video feed does not capture too much of your surroundings or other activity/sound from your home/location. Be conscious of posters, art, or other surroundings that others might find offensive or inappropriate for an educational context.
4. Use the “Raise Hand” and “Chat” (or similar) features of your video-conferencing tool. This limits verbal interruptions and the confusion generated when multiple people try to speak at once.
5. Just as in an on-ground, face-to-face class, limit side conversations, multi-tasking (on your computer or otherwise), and use of your cellphone.
6. Temporarily turn off your video feed and mute your microphone when engaged in any non-class conversation or activity.
7. Respect and be attentive to the diversity of your classmates and instructor. Before communicating, consider your message in the context of the class’ diversity in race, ethnicity, religion, disabilities, gender, sexual orientation, age, social class, marital status, geography, etc. Consider the diversity you can see or know – as well as that you cannot.
8. Remember that video-based class sessions (including chat transcripts) may be recorded and retrieved for later viewing.

Non-Video & Asynchronous Contexts (Blackboard, Canvas, Online Chats, Discussion Boards, etc.)

1. When using the “Chat” or “Discussion Board” (or similar) features of your course management system, remember that your course-related communications to the instructor or other students should be considered “professional” (they are not like texts to your

friends). Remember that course context and all related written work – including chat and discussion board transcripts – can be recorded and retrieved.

2. Be cautious when using humor or sarcasm; without the context of facial expressions or other body language, your tone or intent could be missed or misunderstood by others.

3. Respect and be attentive to the diversity of your classmates and instructor. Before communicating, consider your message in the context of the class' diversity in race, ethnicity, religion, disabilities, gender, sexual orientation, age, social class, marital status, geography, etc. Consider the diversity you can see or know – as well as that you cannot.

4. Respect others' time and life circumstances, which often don't allow for an immediate response to a question or comment.

Absences

In addition to authorized absences, instructors have the authority to excuse absences for other reasons.

Documentation for short-term absences may be required at the instructor's discretion.

In the event that several classes have been missed and students are unable to meet course objectives they should consult with the instructor and academic advisor about course extensions (see the [Incomplete Course](#) policy) or a course withdrawal (see [Course Withdrawal](#) policy).

Medical documentation may be required in cases of serious illness or medical conditions which impact a student's ability to participate in courses for an extended period.

In the event of a chronic medical condition or disability, students are strongly advised to contact the Dean of Students and/or the Office of Disability Services to explore potential accommodations.

Authorized Absence Activities

As previously stated, in the event that several classes have been missed and students are unable to meet course objectives they should consult with the instructor and academic advisor about course extensions (see the [Incomplete Course](#) policy) or a course withdrawal (see [Course Withdrawal](#) policy).

Each instructor will excuse students from class for authorized activities (see below) and provide an opportunity to complete missed exams, quizzes, and other required work.

Students are responsible for all material covered in class and must work with each individual instructor as soon as they return to complete any required work.

Missed required work may be replaced by alternative assignments at the instructor's discretion.

Bereavement

Official notification from the Dean of Students or Academic Dean.

Upon request to and approval by the Dean of Students Office, students shall be given up to five (5) consecutive days (not including weekends or holidays) of excused absence for bereavement

Course Outline and Reading Assignments

Feb. 3 Course Overview

Ideas, Concepts, Theory and Ideology that Shape Health Politics and Policy:

Feb. 10 LABOR DAY: Must Read

Hofrichter, Richard, "Public Health as Social Justice"

Ch. 10, pp. 267-284

Stone, Deborah, "Values in Health Policy: Understanding Fairness and Efficiency" in Morone and Ehlke Chap. 1, pp. 2-13

Bambra et al. 2005. "Towards a Politics of Health." Health Promotion International, vol. 20, June 2 pp. 187-193

Feb. 24

Rice, Tom, "Markets and Politics" in Morone & Co, Chap. 2 pp. 14-25

Morone, James, "Morals and Health Policy" in Morone & Ehlke, Chap. 3 pp. 49-60

Brown, D. Lawrence, "Arenas in the Mosaic of Health Politics" in Morone et al, 4th edition pp. 61-69 (Will be sent to students via email).

Kokeny, Mihaly, "Negotiating the World Health Organization Reform Process," in Matlin & Kickbusch Chap. 2

Mar. 3

Butler, Anthony, "South Africa's HIV/AIDS Policy, 1994-2004: How Can it be Explained?"

Bayer, Ronald, "HIV Prevention—Sexual Ethics and Responsibility" in Illingworth & Parmet, Ch 3, pp. 143-146

Etzioni, Amitai, "HIV Sufferers Have a Responsibility" pp. 140-142.

Writing Literature Review

A guide will be given in class.

Ethical Obligations of Health Care Providers and Pharmaceutical Companies

- Mar. 10** Galvao, Jane, "Brazil and Access to HIV/AIDS Drugs: A Question of Human Rights and Public Health"
Etzioni, Amitai, "HIV Testing of Infants: Privacy & Public Health" in Illingworth and Parmet, Ch. 4, pp. 234-242.
Angell, Marcia, "The Pharmaceutical Industry—To Whom is it Accountable?" pp. 375-379.
"Should International Drug Companies Provide HIV/AIDS Drugs to Africa Free of Charge?"
Yes: Akin, Jimoh
No: Siddhartha Mukherjee
Cassels et al, "How should the World Health Organization Reform? An Analysis and Review of the Literature," in Matlin & Kickbusch Chap. 3.

Individuals, Society, and Health Obligations to Other Societies

- Mar. 17** Resnik, David B., "Developing Drugs for the Developing World: An Economic, Legal, Moral, and Political Dilemma", in Illingworth & Parmet, Ch. 6, pp 443-455.

Kopelman, Loretta M., "Female Genital Circumcision and Conventionalist Ethical Relativism", in Illingworth & Parmet, pp. 484-499.
"Should Female Genital Cutting be Accepted as a Cultural Practice?"
Yes: Richard A. Shweder
No: Liz Creel, et. al in Moseley, William Taking Sides: Clashing Views on Controversial African Issues., pp. 190-209)

MID-TERM EXAMINATION

Institutions and Health Policy

- Mar. 24** Peterson, Mark "Congress" in Morone & Ehlke Chap. 3, pp. 30-55
Thompson, Frank and James Fossett "Federalism" in Morone & Ehlke Chap. 6, pp. 94-115
Toure and Carole, "Positioning Women's and Children's Health in the Post-2015 Sustainable Development Agenda", in Matlin & Kickbusch, Chap. 9, pp.253-294.

Civil Society: Politics and Health Policy

- Mar. 31** Schlesinger, Mark, “Public Opinion,” in Morone & Ehlke Chap. 15, pp. 214-235.
Haslegrave, Marianne, “Negotiating the Sustainable Development Goals: The Role of Non-State Actors,” in Matlin & Kickbusch, Chap. 10 pp. 295-312.
- Apr. 7** Orsini, Michael “The Politics of Naming, Blaming and Claiming: HIV, Hepatitis C and the Emergence of Blood Activism in Canada.
Jacobs, Lawrence R “Institutions and Culture: Health Policy and Public Opinion in the U.S. and Britain”

Challenges/Effective Responses: POLIO/HIV/AIDS

- Apr. 14** Renne, Elisha, Chap. 3 “Politics and Polio in Nigeria.” (Will be provided to students)
Siplon, P. D, “Power and the Politics of HIV/AIDS,” Chap. 2 in Harris and Siplon. (Will be provided to students)
- Apr. 21** Cheru, Fantu, “Debt Adjustment and the Politics of effective Response to HIV/AIDS in Africa.”
Kaufmann & Feldbaum, “Diplomacy and the Polio Immunization Boycott in Northern Nigeria.”

Why Africa’s COVID-19 Outbreak Isn’t So Bad/Time

[https://urldefense.com/v3/_https://time.com/5919241/africa-covid-19-outbreak/_;!!K543PA!fMFPNOtiVAIPdhH7oedkjtNIGJD--gx7LFTr69cCGkM3bsEPs5aVEzu8Zklk6HZu\\$](https://urldefense.com/v3/_https://time.com/5919241/africa-covid-19-outbreak/_;!!K543PA!fMFPNOtiVAIPdhH7oedkjtNIGJD--gx7LFTr69cCGkM3bsEPs5aVEzu8Zklk6HZu$)

The Ebola Epidemic: The Keys to Success for the International Response
Students will have access to prepared testimony before U. S. Senate Foreign Relations Subcommittee on African Affairs Hearing. Witnesses included: Dr. Paul Farrmer (Co-Founder, Partners in Health); Dr. Anne Peterson (Vice-Dean Public Health Program Ponce Health Sciences University, World Vision); Pape Gaye (President and CEO IntraHealth International); Mr. Javier Alvarez (Senior Team Lead, Strategic Response and Global Emergencies Mercy Corps)

Rebecca Katz et al, “Information Sharing and Disease Reporting in a New Era of International Frameworks and Communication Technology: Middle East Respiratory Syndrome Coronavirus and Ebola Virus Disease Outbreaks,” in Matlin & Kickbusch, Chap. 6. Pp. 141-170

Human Subjects in Medical Research

Apr. 28 Angell, Marcia, “the Ethics of Clinical Research in the Third World”,
in Illingworth & Parmet, Ch. 7, pp. 523-526.

Literature Review – Presentation

Haslegrave, Marianne, “Negotiating the Sustainable Development Goals:
The Role of Non-State Actors,” in Matlin & Kickbusch, Chap. 10 pp.295-
312.

May. 5 Literature Review - Presentation

LAST DAY OF CLASS