

Global Health Politics and Policy
POLS 4840/5840-01
Saint Louis University
Spring 2018

Dr. Emmanuel Uwalaka
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Classroom: McG 122
TR: 2:15-3:15 p.m.
W: 10:00-11:00 am
And by Appointment

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 is the current health care reform in the U.S and AIDS pandemic in Africa. 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

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, Iona. 2017. Pathways to Global Health: Case Studies in Global Health Diplomacy (Volume 2), World Scientific Publishing Co. (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. Others will be put on Pius Library E-Reserve system.

Course Requirements

Students are required to attend class sessions regularly and punctually. Students are required to sign the roll at each session, and a record of attendance will be maintained. Students will be expected to complete assigned readings, participate in class discussions, prepare for case studies, and write a research paper. All reading assignments should be done prior to the assigned class date. There will be a mid-term examination. During class, **cell phones must be turned off or to vibrate mode**. If you need to respond to a call, please step outside the room.

Research Project: Students will be expected to do literature review on any specific health related issue of interest to them. The text books, 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.

Note: No papers should be submitted electronically unless there is an agreement between student and professor.

Course Grading

Mid-term	30%
Participation in seminar discussion	30%
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.

**COLLEGE OF ARTS & SCIENCES
POLICY ON ACADEMIC HONESTY**

Your attention is hereby drawn to the College of Arts & Sciences on Academic Honesty. Copies of the full policy statement are available at the libraries. A general statement on the policy is stated:

Students are expected to be honest in their academic work. The University reserves the right to penalize any student whose academic conduct at any time is, in its judgment, detrimental to the University. Such conduct shall include cases of plagiarism, collusion, cheating, giving or receiving or offering or soliciting information in examinations, or the use of previously prepared material in examinations or quizzes. Violations should be reported to your course instructor, who will investigate and adjudicate them according to the **Policy on Academic Honesty of the College of Arts & Sciences**. If the charges are found to be true, the student may be liable for academic or disciplinary probation, suspension, or expulsion by the University.*

*Adapted from Student Handbook

Disability Services Academic Accommodations Syllabus Statement:

Students with a documented disability who wish to request academic accommodations must contact Disability Services to discuss accommodation requests and eligibility requirements. Once successfully registered, the student also must notify the course instructor that they wish to access accommodations in the course.

Please contact Disability Services, located within the Student Success Center, at Disability_services@slu.edu or 314.977.3484 to schedule an appointment. Confidentiality will be observed in all inquiries. Once approved, information about the student's eligibility for academic accommodations will be shared with course instructors via email from Disability Services and viewed within Banner via the instructor's course roster.

Note: Students who do not have a documented disability but who think they may have one are encouraged to contact Disability Services.

University Writing Services

University Writing Services (UWS), housed in the Student Success Center, is committed to the campus-wide improvement of student writing through one-on-one peer

consultation, the administration of workshops, and the facilitation of writing groups. UWS wants to help improve the culture of writing on SLU's campus and to help undergraduate and graduate students identify themselves as writers within their respective disciplines.

If you are finishing your dissertation or brainstorming your first SLU assignment, we offer you individualized feedback. UWS also offers online consultations for certain student populations. To schedule an in-person appointment please use SLU Appointments, or call the Student Success Center at 314-977-3484.

Course Outline and Reading Assignments (This schedule may be interrupted by documentary films.)

Jan. 16 Course Overview

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

- Jan. 23** 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
- Jan. 30** 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
- Feb. 6** 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.
- Ethical Obligations of Health Care Providers and Pharmaceutical Companies**
- Feb. 13** 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

Feb. 20 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)

Institutions and Health Policy

Feb. 27 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.

Feb. 6 **MID-TERM EXAM**
Writing a Literature Review

Mar. 13 **SPRING BREAK**

Civil Society: Politics and Health Policy

Mar. 20 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.

Mar. 27 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. 3** Renne, Elisha, Chap. 3 “Politics and Polio in Nigeria.”
Siplon, P. D, “Power and the Politics of HIV/AIDS,” Chap. 2 in Harris and Siplon.
„ „ , Chap. 4 Islam and Immunization in Northern Nigeria
- Apr. 10** Cheru, Fantu, “Debt Adjustment and the Politics of effective Response to HIV/AIDS in Africa.”
Harris, P. G, “Global Politics and HIV/AIDS: Local, National, and International Perspectives,” Chap.1, in Harris and Siplon
Kaufmann & Feldbaum, “Diplomacy and the Polio Immunization Boycott in Northern Nigeria.”
- Apr. 17** 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. 24** Angell, Marcia, “the Ethics of Clinical Research in the Third World”, in Illingworth & Parmet, Ch. 7, pp. 523-526.
Haslegrave, Marianne, “Negotiating the Sustainable Development Goals: The Role of Non-State Actors,” in Matlin & Kickbusch, Chap. 10 pp.295-312.
- May. 1** Matlin & Kickbusch, “Conclusions: Shifting Pathways in Global Health Diplomacy,” Chap. 11 in Matlin & Kickbusch.

LAST DAY OF CLASS