

Political Science 3998: SS: Global Health Policy

Loyola Marymount University
Fall, 2021

Course Information

Instructor: Dr. Marika Csapo [CHOP-oh]

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Pronouns: *she/her/hers*

Class Meetings: MW, 2:00 - 2:30 pm, St Robert's Hall 237

Office Hours: F, 2:00 - 3:30 pm, University Hall 4127B¹

Credit Hours: 4

Flag: International Relations UD

Course Description

This is a course in the comparative politics of health policy. We will cover diverse topics such as the social nature of disease, comparative health systems, health service delivery in a developing state context, the political economy of health goods, global health cooperation, and the politics of public health emergencies (including pandemics). We will also devote some time to understanding the United States' health system in comparative context. The course combines perspectives and tools from political science, sociology, economics and public health to understand these diverse phenomena. Learning objectives for students include developing localized expertise in one region or country through course assignments and projects as well as practice in the application, analysis and critique of existing theories to make sense of case specifics.

¹A sign up sheet for 15 minute slots will be available on Brightspace. Appointments outside of office hours are welcome and recommended for those who need more time or cannot make the scheduled hours. Please email the instructor to schedule individual appointments. Individual appointments can be in-person or via Zoom (please specify).

This course is divided into three thematic sections:

1. Health, Society and the Individual
2. Comparative Health Governance
3. Global and International Health Dynamics

The course begins with a granular perspective with the first section, “Health, Society and the Individual.” During this section, we explore what it means to be in “good health” and consider how to translate this concept into observable metrics. We examine how not just health systems, but entire social systems influence an individual’s health. We consider how access to educational services and economic opportunities, geography and the built environment, and complex social trauma from social marginalization all factor into an individual’s mental and physical health. In the next section, “Comparative Health Governance,” we zoom out a little bit to the national level, thinking about macro-level structures that create the context for health governance and systematically shape population health through service delivery. Toward this end, we engage in case studies of high-functioning and less-functioning health systems, with special attention to those challenged by limited resources, hard-to-reach populations, and civil conflict. In our final section we take an even broader lens, conceptualizing public health as a global phenomenon influenced by the dynamics of globalization. We survey issues of international health governance and non-governmental organizations, and the international flow of health goods and pharmaceuticals through trade and investment agreements and global supply chains. Finally we touch on the recently-trending topic of health diplomacy.

Learning Objectives

By the end of the quarter, students will

- appreciate the multi-dimensional nature of health and the complex way it interacts with social systems.
- demonstrate understanding of how health delivery systems and policy are influenced by the design of government and by state capacity.
- be able to analyze population health outcomes using analytical tools of the fields of comparative politics and international relations.
- understand the need for and the impediments to global health cooperation.
- develop in-depth case expertise for one country of their choosing.
- analyze ongoing pandemic-related developments and other contemporary health challenges.

Assignments and Grades

Course grades will be comprised of the following components: four assignments, two midterm exams, an analytic paper, a peer response, and a final exam. See Table 1 for a breakdown of the weight each component contributes to your final course grade, and details about graded components below.

Table 1: Grade Component Breakdown

Component	Weight
Assignments—4 x 8% each	32%
Midterm Exam—2 x 15%	30%
Analytic Paper	15%
Peer Response	3%
Final Exam	20%
Total	100%

Grade Scale

Each component will receive an individual grade. At the end of the semester the weighted-average will be computed over the components according to the weighting scheme in Table 1. This score determines the final letter grade for the course according to the scale below.

Table 2: Grade Scale

Letter Grade	Range
A+	97 → 100
A	93 → 97
A-	90 → 93
B+	87 → 90
B	83 → 87
B-	80 → 83
C+	77 → 80
C	73 → 77
C-	70 → 73
D	60 → 70
F	0 → 60

Assignments: These short assignments are designed to help students

1. process the reading material and integrate it with overall course concepts and themes.
2. collect data on a specific case to become familiar with measurement and to contribute to your analytic paper.

3. apply abstract concepts to concrete and personal examples.
4. prepare for exams.

Assignments also decrease the weight put on exams while creating opportunities for reflection, repetition and synthesis that will help students utilize course material long after the course ends. Assignment prompts will be posted on Brightspace around one week before they are due. Assignments are due 1-hour before class starts (with a 1-hour grace period). Extensions will be granted when warranted IF the student makes the request BEFORE the due date. Late assignments submitted after the deadline without an extension can receive no more than 80% of the total points if they are submitted within one week after the deadline. Assignments submitted more than one week late will receive no credit. Submissions should be uploaded to Brightspace.

Midterm Exams: The two midterm exam will be held in-class on Wednesday, 9/29, and Wednesday, 11/10, respectively. They will be made up of a combination of multiple choice and short answer questions. The first will cover material from the readings, lectures, activities, and assignments from Weeks 1-4 (“Health, Society and the Individual”). The second will cover all course material from Weeks 6-10 (“Comparative Health Governance”). Both exams are closed-note and non-collaborative and will be taken on paper with no open laptops allowed.

Analytic Paper: This is a 7-9 page paper (Times New Roman or other standard font, 11 or 12 pt, double-spaced, 1-inch margins) with a “Works Cited” page (not included in the 7-9 page count) in APA or Chicago Manual of Style bibliographic citations. It will analyze one country’s health system and main health challenge(s) using the analytical tools developed in class. A detailed prompt will be posted to Brightspace during Week 9. The paper will be due (via Brightspace upload) an hour before class (with a 1-hour grace period) on Monday of Week 15, 12/6. Late assignments submitted after the deadline without an extension can receive no more than 80% of the total points. Submissions should be uploaded to Brightspace.

Peer Response: You will be asked to read several of your peers’ analytic papers (and several of them will be asked to read yours). You will meet with these peers in class to discuss the papers and ask each other questions to inform your peer response. A specific prompt will be posted to Brightspace during Week 14. The response will be due by 10:00 am on Wednesday of Finals Week, 10/15 (an hour before your Final Exam, with a 1-hour grace period). Submissions should be uploaded to Brightspace.

Final Exam: The 2-hour final exam will be taken in our classroom at 11:00 am, on Wednesday, 10/15, in accordance with the University’s final exam schedule. It will be made up of a combination of multiple choice and short essay questions. It will be cumulative, but will put emphasis on the readings, lectures, activities, and assignments from Weeks 12-14 (“Global and International Health Dynamics”). The exam is closed-note and non-collaborative. The exam will be taken on paper and no open laptops will be allowed.

Course Resources

Reading Materials: There is no required textbook for this course. All course reading materials can be accessed on Brightspace through my.lmu.edu. Please do not circulate these materials outside of campus due to copyright issues.

Lectures: Students are expected to attend lecture, though I do not take attendance. Lectures will be **in-person** unless the instructor becomes ill, in which case they will temporarily re-locate to Zoom (and you would receive explicit instructions on Brightspace). Students who feel ill (sniffles, fever, cough, etc) should NOT come to class. If this is the case please contact me before class starts and I will record class and make the recording digitally available to you for a limited time. Lecture slides will generally be posted to Brightspace by the day after the class for which they were used. The slides are outlines and are not meant to replace lecture. Students will be responsible for material included in lectures regardless of whether it appears in the slides.

Office Hours and Appointments: My weekly office hours are for questions regarding lectures, readings, assignments and projects. You may sign up in advance for a 15-minute slot through Brightspace. For one-on-one appointments for questions related to research or academic development, or for course-related questions for those who cannot make drop-in hours, please email me to set up an appointment. If so, please specify if you prefer the appointment to be in-person or via Zoom.

Response Time: I will make every effort to respond quickly to inquiries, but if you have not heard from me by two business days from your first inquiry, feel free to follow-up with a gentle reminder. When requesting extensions provide ample time for response, especially on weekends.

Credit Hours: As a 4-credit hour course, LMU requires that students spend an average of 12-hours a week engaging in course content, including class time, office hours and appointments, reading, group meetings, and any at-home assignments or other related work. This course therefore involves a reading and assignment structure appropriate to LMU standards of rigor.

Course Policies

Late Work: Please see “Assignments and Grades” for details and specifics on each graded component. Generally, late assignments will be penalized by 20% during the first week after the deadline and will not be accepted after that for a grade. Exception requests must be made in advance of the due date. If you have technical difficulties uploading any of your work to Brightspace, email the work to me as an attachment before the deadline to time stamp it—you must still also upload it to Brightspace once your technological issue is resolved in order to receive a grade. No group project work may be submitted late. The midterm and final must be taken in-person in the time provided unless arrangements for special accommodations are made beforehand through DSS.

Grade Disputes: Grade disputes must be made in writing, should be made only after requesting feedback, and must make clear which question or portion of the assignment you believe deserved a better grade and, most importantly, why. Regrade requests will be granted under these circumstances, but assignments will be re-graded in their entirety. This could lead to an increase or decrease in total points allocated so please evaluate whether a regrade is likely to produce an improvement before requesting it. Requests will not be granted simply because the student needs a better grade to pass the class or get into law school. Rather, I will correct errors in grading due to my misreading of responses, clerical error, and/or if I deem it warranted based on the merit of the work.

Syllabus Changes: This syllabus is tentative and is **subject to change** according to the unique demands of the semester. Students will be promptly notified of any changes by email and an updated syllabus will be made available through Brightspace should changes be made.

Inclusion Statement: One of the tremendous benefits of a university education is the diversity of experiences, identities, and perspectives represented in our classrooms. Diversity fosters the type of rich, critical discourse that is fundamental to both high-quality education and research. This type of discourse is only possible when the campus community is not only diverse, but when all feel they can safely and respectfully be heard. My job is to do all that I can to create this type of safety for all students. Hate speech or other forms of identity-hostility will not be tolerated in the classroom, discussion boards, or between students outside of class.

Academic Honesty: Loyola Marymount University is a community dedicated to academic excellence. Academic honesty in scholarship and creative work stands at the center of LMU's academic life, and is essential for true learning and creation of knowledge to take place. As a university in the Jesuit and Marymount traditions, this community expects its members to act in accordance with the highest standards of honesty and ethics at all times. Violations of academic honesty undermine the fundamental educational mission of the University and cannot be tolerated. Students are responsible for understanding the standards of academic honesty and determining how they apply to their academic work and behavior. Students are responsible for contacting their Instructor before assignments are due to proactively resolve any questions they may have.

Students are welcome and encouraged to discuss lectures, readings, assignments, and case studies with each other outside of class or to study for exams jointly. This does not constitute academic dishonesty. Academic dishonesty **does** include, but is not limited to:

- verbal, written or other form of collaboration during exams.
- using the language of someone other than yourself without attribution of credit.
- using the same language as another student on assignment submission or using the same language you have used on an assignment from a previous class.

You can get more information on LMU's Academic Honesty Policy [here](#).

Masks and Illness: In accordance with campus and County policy, students, faculty, staff and visitors must wear masks at all times when indoors on campus. This includes in the classroom. Students should NOT come to class if they feel ill or suspect they have been exposed to COVID-19. See the "Lectures" section under "Course Information" for details on how to stay up-to-date in this course if you become ill and must isolate. More information about self-isolating requirements is available [here](#).

Student Resources

This is an unusual semester as we transition back to campus in the middle of an ever-changing public health environment. There are various resources on campus to support you during this time.

COVID-19 Resources: If you suspect you have come into contact with someone who has COVID-19 or you feel ill, you may visit LMU's COVID Support Team website for resources including information on free campus testing. More information about LMU's COVID response is available [here](#) and you can find data on campus infection rates [here](#).

Health and Wellness: LMU provides this centralized resource for Lion Wellness. This includes information about student health services, student psychological services, wellness groups, the community of care advocacy program, recovery groups, the campus ministry, and the campus food pantry among other great resources.

Disability Support Services: If you have a documented disability that qualifies under the Americans with Disabilities Act (ADA) and California law you may apply for appropriate learning accommodations through LMU's Disability Support Services.

ARC Writing and Course Tutoring: The Academic Resource Center provides writing support and peer tutoring in a variety of subjects. Be sure to make tutoring a part of your academic experience when you want feedback on a writing project or help understanding course concepts and preparing for exams. To make an appointment with a tutor, follow the "Writing & Course Tutoring" link in myLMU. Get more information [here](#).

Course Schedule

I. Health, Society and the Individual

Week 1

- M 8/30 Introduction and Overview
- W 9/1 What is “good health”?
- Fred. 2013. “In Good Health: An Opinion at Best.” *Texas Heart Journal Institute*.
 - Lane. 2020. “Good Health Is More than Just the Absence of Illness.” National Community Reinvestment Coalition.

Week 2

- M 9/6 **NO CLASS—Labor Day!**
- W 9/8 Health as Human Capital and the Role of Social Systems
- Currie. 2019. “Child Health as Human Capital.” *Health Economics*.

Week 3

- M 9/13 Health, Social Trauma and Marginalization
- Sato Conching and Thayer. 2019. “Biological Pathways for Historical Trauma to Affect Health: A Conceptual Model Focusing on Epigenetic Modifications.” *Social Science and Medicine*.
- W 9/15 Geography of Health: Climate, Services and the Built Environment
- Plumer and Popovich. 2020. “How Decades of Racist Housing Policy Left Neighborhoods Sweltering.” *The New York Times*.

Week 4

Due: Assignment 1—submit BEFORE Monday class

- M 9/20 Geography of Health: Neglected Tropical Diseases and Research Disparities
- Aginam. 2020. “Global Politics of Neglected Tropical Diseases.” In *The Oxford Handbook of Global Health Politics*.
- W 9/22 Politics, Society and Health Behaviors
- Cavalcanti. 2020. “Bolsonaro’s Attitude to Coronavirus Increases ‘Risky Behaviour’ in Brazil.” University of Cambridge Research News.

Week 5

- M 9/27 Review
- W 9/29 **Midterm 1**

II. Comparative Health Governance

Week 6

- M 10/4 Health Governance
- Kickbusch and Gleicher. 2012. “Governance for Health and Wellbeing.” In *Governance for Health in the 21st Century*. World Health Organization.
 - Johnson and Stoskopf. 2018. “Introduction to Health Systems.” In *Comparative Health Systems: A Global Perspective*.
- W 10/6 High-Functioning Health Systems
- Emanuel. 2020. “Introduction: Why Search for the World’s Best Health Care System?” In *Which Country Has the World’s Best Health Care?*.

Week 7

- M 10/11 Health System Challenges in Developed Countries
- Haseltine. 2018. “Aging Populations Will Challenge Healthcare Systems All over the World.” *Forbes*.
 - Haseltine. 2018. “Sweden’s Mobel Healthcare Units Bring Elder Care into the Home.” *Forbes*.
 - Haseltine. 2018. “How A Swedish City Is Bridging the Gap between Social and Healthcare for the Elderly.” *Forbes*.
- W 10/13 Healthcare in LMIC
- Kruk. 2018. “High-quality Health Systems in the Sustainable Development Goals Era: Time for a Revolution.” *The Lancet*. (read p. e1196 - e1221 only)

Week 8

Due: Assignment 2—submit BEFORE Monday class

- M 10/18 Capacity for Care in LMIC
- Chaudhury, et al. 2006. “Missing in Action: Teacher and Health Worker Absence in Developing Countries.” *Journal of Economic Perspectives*.
- W 10/20 Access to Care in Slums and Rural Communities
- Wilkinson. 2013. “Universal Rural Health Care in China? Not So Fast.” *The Atlantic*.
 - Mberu, et al. 2016. “Health and Health-related Indicators in Slum, Rural and Urban Communities: A Comparative Analysis.” *Global Health Action*.

Week 9

- M 10/25 Care in Conflict Zones
- Afzal and Jafar. 2019. “A Scoping Review of the Wider and Long-Term Impacts of Attacks on Healthcare in Conflict Zones.” *Medicine, Conflict and Survival*.
 - **OPTIONAL: (Graphic Content Warning)** Taub. 2016. “The Shadow Doctors: The Underground Race to Spread Medical Knowledge as the Syrian Regime Erases It.” *The New Yorker*.

- W 10/27 Regime Type and Health
- Wigley and Akkooyunlu-Wigley. 2011. “The Impact of Regime Type on Health: Does Redistribution Explain Everything?” *World Politics*. (read p. 647 - 656 and 671 - 672 only)

Week 10

- M 11/1 The Pros and Cons of Health System Decentralization
- Fossati, Diego. 2016. “Beyond ‘Good Governance’: The Multi-level Politics of Health Insurance for the Poor in Indonesia.” *World Development*.

- W 11/3 Review

Week 11

Due: Assignment 3—submit BEFORE Monday class

- M 11/8 Library Visit

- W 11/10 **Midterm 2**

III. Global and International Health Dynamics

Week 12

- M 11/15 Global Health Governance Structures
- Johnson, Walker and Droznin. 2018. “Role of International Organizations in Health Systems.” In *Comparative Health Systems: A Global Perspective*.

- W 11/17 Trade and Investment Treaties and Pharmaceuticals
- McNeill, et al. 2017. “Political Origins of Health Inequities: Trade and Investment Agreements.” *The Lancet*.
 - Wirtz, Kaplan and Gallagher. 2019. “‘Big Pharma’ Is the Winner of USMCA.” The Hill.

Week 13

- M 11/22 Health Emergencies and Global Value Chains
- Gereffi. 2020. "What Does the COVID-19 Pandemic Teach Us about Global Value Chains? The Case of Medical Supplies." *Journal of International Business Policy*.
- W 11/24 **NO CLASS—Thanksgiving Break!**

Week 14

- Due: Assignment 4—submit BEFORE Monday class**
- M 11/29 Health Diplomacy
- Huang. 2021. "Vaccine Diplomacy Is Paying Off for China." *Foreign Affairs*.
- W 12/1 Prospects for a Cooperative Global Public Health
- No assigned reading (work on paper)

Week 15

- Due: Analytic Paper—submit BEFORE Monday class**
- M 12/6 Exam Review
- W 12/8 Peer Meetings
- Read peers' papers

Final

- Due: Peer Response—submit by 10:00 am BEFORE the Final Exam on Wednesday, 12/15**
- W 12/15 Final Exam 11:00 am - 1 pm