

Global Health Politics and Policy
POLs 4840/5840-01
Saint Louis University
Spring 2024

Dr. Emmanuel Uwalaka
Thur: 4:15 – 7:00 pm
Classroom: Xavier 117

Office: McG 150
Cell: 314-749-5917
Hours: TR: 3-4 pm
W: 10-11 am
or by appointment
email: uwalakaen@slu.edu

Course Description

The purpose of this course is to offer students political, economic, social and analytical insights into understanding global health issues and policies. It examines how power relations and values help determine choices made about how to confront health issues. Students will develop conceptual frameworks to understand determinants of health in developed and developing nations. Of special interest in this course are pandemics like the current COVID-19, HIV/AIDS, EBOLA, and Pharmaceutical Corporations and Medical Research. 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.
- Skolnik, Richard. Global Health 101, 4th edition , MA: Jones & Bartlett Learning.
- 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 Diplomay (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. (Recommended)

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 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.

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,	10%

etc.)
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.

Syllabus Statement on In-Person Class Attendance and Participation

Attendance

Students must meet course objectives and attendance policies as outlined in the course syllabus.

In cases where absences prevent students from meeting course objectives, students may be required to drop the course or be administratively dropped or withdrawn.

Additionally, students are responsible for:

1. Being on time and attending all class meetings for courses in which they are registered.
2. Making every effort to schedule classes that will minimize conflicts caused by foreseeable activities and related travel.
3. Monitoring their attendance and absences throughout the term.
4. Reviewing course syllabi with regard to the instructor's policy on absences and consulting the instructor if any portion of the attendance policy outlined in the syllabus is not understood.

Regarding absences, whether excused as an authorized activity or at the instructor's discretion, students are responsible for:

1. All material covered in class and must work with each individual instructor to complete any required work and obtain any class notes or other course material missed due to these absences.

2. Coordinating with instructors prior to any examination or presentation to explore the impact of the missed assignments and options.
3. Providing written notification, as outlined below, of all other absences as soon as possible, for events not foreseen at the beginning of the semester. (See [Authorized Absence Activities](#) below and the [Bereavement Policy](#) for additional information)

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.

Authorized activities and required documentation are defined as:

All absences due to an isolation/quarantine directive issued by a qualified health official shall be considered "Authorized" absences.

This is a temporary amendment to the Attendance Policy, effective August 1, 2021 until further notice.

**Participation in Division 1 athletic games and associated travel (excluding practices);
Appearances required as part of a Saint Louis University investigation/hearing;
Short-term service with the military and/or First Responder (see the Military Policy for additional information and notification timeline)
Legal obligation (e.g jury duty, required court appearance);
Religious Holiday Observance
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 consecutive days (not including weekends or holidays) of excused absence for bereavement.

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Official notification of required appearance.

Religious Holiday Observance

4. The Office of the Provost, in consultation with Campus Ministry and the Office of the University Registrar, will publish a list of religious holidays likely to affect students.

5. Students must notify instructors in writing by the end of the first week of the semester of all religious holidays they observe that conflict with their course meetings and activities

6. Instructors will notify students promptly if these absences will prevent the student from meeting the course objectives so that the student may drop the course during the add/drop period.

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.

In addition, this instructor requires students to sign the roll at each session, and a record of attendance will be maintained. Students will be expected to complete assigned readings before the next day's class,

participate in class discussions and prepare for case studies. Students should be aware of how politics affects their everyday lives. 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 politics at the local, state, national or international level. Your participation efforts at this level will be recorded toward class participation points. 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. Use of laptop computers during class is only allowed to take lecture notes.

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 misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the University. If you speak with a faculty member about an incident of misconduct, that faculty member must notify SLU's Title IX coordinator, Anna R. Kratky (DuBourg Hall, room 36; anna.kratky@slu.edu; 314-977-3886) and share the basic facts of your experience with her. 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.

If you wish to speak with a confidential source, you may contact the counselors at the University Counseling Center at 314-977-TALK. To view SLU's sexual misconduct policy and for resources, please visit the [Office of the General Counsel](#).

Disability Services

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.

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 via which SLU embodies 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 governing University-level Academic Integrity Policy was adopted in Spring 2015, and can be accessed 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 adopted its own academic integrity policies, available on their respective websites. All SLU students are expected to know and abide by these policies, which detail definitions of violations, processes for reporting violations, sanctions, and appeals. Please direct questions about any facet of academic integrity to your faculty, the chair of the department of your academic program, or the Dean/Director of the College, School or Center in which your program is housed.

Student Success Center

In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., [prior experience](#), study skills, learning disability), resources to support student success are available on campus. The Student Success Center assists students with academic-related services and is located in the Busch Student Center (Suite, 331). Students can visit the [Student Success Center](#) to learn more about tutoring services, university writing services, disability services, and academic coaching.

University Writing Services

Students are encouraged to take advantage of University [Writing Services](#) in the Student Success Center; getting feedback benefits writers at all skill levels. Trained writing consultants can help with writing projects, multimedia projects, and oral presentations. University Writing Services offers one-on-one consultations that address everything from brainstorming and developing ideas to crafting strong sentences and documenting sources. For more information, visit the [Student Success Center](#) or call the Student Success Center at 314-977-3484.

Basic Needs Security

Students in personal or academic distress and/or who may be specifically experiencing challenges such as securing food or difficulty navigating campus resources, and who believe this may affect their performance in the course, are encouraged to contact the Dean of Students Office (deanofstudents@slu.edu or 314-977-9378) for support. Furthermore, please notify the instructor if you are comfortable in doing so, as this will enable them to assist you with finding the resources you may need.

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

Jan. 18 Course Overview

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

- Jan. 25** Beauchamp, E Dan “Public Health as Social Justice”
Ch. 10, pp. 267-284 in Hofrichter, Richard (**To class via email attachment**)
Skolnik, Richard, Chap. 1, *The Principles and Goals of Global Health*, pp. 3-15.
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
Weissert and Weissert, “The Policy Process” Chap. 1 of *Governing Health: The Politics of Health Policy*, 5th edition
Rice, Tom, “Markets and Politics” in Morone & Co, Chap. 2 pp. 14-25

Discussion on Seminar Presentations

- Feb. 1** Kokeny, Mihaly, “Negotiating the World Health Organization Reform Process,” in Matlin & Kickbusch Chap. 2
Butler, Anthony, “South Africa’s HIV/AIDS Policy, 1994-2004: How Can it be Explained?” *African Affairs*,
Volume 104, Issue 417, October 2005, Pages 591–
614, <https://doi.org/10.1093/afraf/adi036>

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.

Choosing a Topic for Literature Review

Ethical Obligations of Health Care Providers and Pharmaceutical Companies

- Feb. 8** Galvao, Jane, “Brazil and Access to HIV/AIDS Drugs: A Question of Human Rights and Public Health” *Health Am J Public Health*. 2005 July; 95(7): 1110–1116
Skolnik, Richard, *Ethical and Human Rights Concerns in Global Health*, Chapter 5.

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?” in Illingworth and Parmet, pp. 375-379.
 “Should International Drug Companies Provide HIV/AIDS Drugs to Africa Free of Charge?” (Will be sent electronically)
 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. 15 Resnik, David B., “Developing Drugs for the Developing World: An Economic, Legal, Moral, and Political Dilemma”, in Illingworth & Parmet, Ch. 6, pp 443-455.

Skolnik, Richard. Culture and Health, Chap.7.

Submit Literature Topic and Peer Review

Institutions and Health Policy

Feb. 22 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
 Weissert and Weissert, “Congress” Chap. 2
 Weissert and Weissert, “The Presidency” Chap. 3
 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. 29 **Writing a Literature Review and Midterm Exam Review**

Mar. 7 **Midterm Examination**

Mar. 14 **Spring Break**

Civil Society: Politics and Health Policy

Mar. 21 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.
 Weissert and Weissert, “Interest Groups” Chap. 4

Mar. 28 **Easter Break**

Challenges/Effective Responses: POLIO/HIV/AIDS

Apr. 4 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. 11 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. 18 COVID-19: Effects
Helen Onyeakar, Christian Anumudu, and Paul Mgeegba “COVID-19 Pandemic: A Review of the global lockdown: its far-reaching effects,” Science...2021-journals. Sagepub.com (Oline)
Scott L. Greer, Elizabeth J. King, Elize Massard da Fonseca and Andre, Peralta-Santos, “The Comparative politics of COVID-19: The need to understand government responses,” Global Public Health: An International Journal for Research, Policy & Practice. Volume 15, 2020-Issue 9. (Online)

Apr. 25 **Literature Review Presentation and Submission**

May. 2 **Last Day of Class**