

The Politics of Health
GOV 370V
Unique: 37420
Professor Eric L. McDaniel
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Office Hours Monday and Wednesday 2:30-4:00 BATTs 4.122

Fall 2024	Days: Monday and Wednesday
Time: 11:30-12:45	Classroom: Burdine 116
Teaching Assistant	
Office Hours	

Course Description

Health care is currently one of the most hotly debated topics in American politics. The purpose of this course is to provide students with an understanding of the issues and controversies that surround healthcare policy and the American healthcare system. The course will facilitate this by first establishing a theoretical and substantive framework regarding various aspects of policymaking and the American healthcare system. Upon the establishment of this framework, the course will then delve into the examination of several specific health problems and the controversies surrounding them. Students should leave this class with a working knowledge of the American policy making process, substantial knowledge of the American healthcare system and an understanding of the roots of current debates in American healthcare policy.

Prerequisite

The prerequisites for this course are upper division standing and six hours of lower division coursework in Government.

Instructional Format

The course is taught using a “flipped classroom” format. Most of the lectures will be pre-recorded as posted to students to watch before the class session. Students are expected to have watched the assigned video by the assigned date. The materials and information from the pre-recorded lectures will be used as content for the class quizzes and activities.

Content Warning

Our classroom provides an open space for the critical and civil exchange of ideas. Some readings and other content in this course will include topics that some students may find offensive and/or traumatizing. I’ll aim to forewarn students about potentially disturbing content and I ask all students to help to create an atmosphere of mutual respect and sensitivity.

Required Texts

1. Wilenski, Sara E. and Joel B. Teitelbaum. 2023. *Essentials of Health Policy and Law*. 5th edition. Jones & Bartlett Learning.
2. Materials that are not readily accessible through the UT Library or Google Scholar will be posted in the Canvas modules.
3. Students are expected to be aware of current events and regularly read either the New York Times or Washington Post. Further, students should make themselves familiar with the following

organizations: Kaiser Family Foundation, Robert Wood Johnson Foundation and The Commonwealth Fund.

Articles and data from these organizations will be posted throughout the semester. Students should be prepared to answer questions related to the posted articles for quizzes and exams.

Required Films

All the films are available on Canvas or online. They will not be shown in class, it is the student's responsibility to take the time to watch the film and take notes.

1. Escape Fire: The Fight to Rescue American Healthcare {Canvas}
2. The Most Dangerous Woman in America
3. The Vaccine War
4. Sick Around the World
5. Sick Around America
6. The Age of AIDS Parts 1 and 2
7. Weight of the Nation

When watching these films please remember that not all films are objective. Many of the filmmakers are attempting to advance a specific policy. The videos are informative because they highlight specific aspects of the American healthcare system, but it is important to also note the underlying argument of the filmmaker.

Coursework

Assessments in this class will be performed through quizzes, exams and a group project. Both the quizzes and exams are cumulative. Knowledge developed in the beginning of the class will be very pertinent to subsequent sections of the class. If you fall behind at the beginning of the class, you will not be able to catch up. All assignments are to be submitted through Canvas by the indicated date. *All assignments and readings are to be completed before the designated class day.*

Citation

All papers require proper citation and a bibliography. All sources must be cited; not citing sources will result in a grade penalty. The complete lack of citation will result in a zero grade for the assignment. This course will use the American Political Science Association citation style. The use of other citations styles may result in a grade penalty. The APSA style manual can be referenced at https://spu.libguides.com/ld.php?content_id=47605571.

Statement on the use of Artificial Intelligence

The use of artificial intelligence tools (such as ChatGPT) in this class is strictly prohibited. This includes using AI to generate ideas, to outline an approach, to answer questions, to solve problems, or to create original language. All work in this course must be your own or created in group work, where allowed).

Class Activities and Perusall 15%

To increase student engagement and skill development, the course will regularly have in class activities. These activities will be related to course material and course goals. In addition to the class activities, students will be expected to complete reading comprehension assignments using the Perusall tool in Canvas. There will be at least 20 Class Activities and Perusall assignments total. The five (5) lowest grades will be dropped. The dates for the Perusall assignments will be posted in Canvas.

Quizzes: 10%

Throughout the semester there will be numerous quizzes given, which will pertain to the readings, videos and lectures. The quizzes will be given through Canvas and are due to be completed by 1 PM the day they are assigned. Students will be given 2 opportunities to receive maximum credit on the quizzes. The three (3) lowest quiz grades will be dropped. *Please refer to Canvas regarding the quiz due dates.*

Exams: 30%

There will be two exams in this course. The first exam is worth 15% of the final grade. The second exam is worth 20% of the final grade. The exams will address the topics addressed in the course and how they relate to each other. Each exam has two (2) sections, each worth 50 points: short answer and essay. In the short answer section, students must clearly define, state the significance and operationalize 5 concepts. The essay portion will require the students to use material from the lecture and class readings to respond to a question. Students must be prepared to present their University of Texas photo identification on the day of exams.

Test and Quiz Preparation

The best way to prepare for the quizzes and exams is to make sure that you fully understand the core concepts and how to apply them to a given situation. Your knowledge of the concepts should be developed well enough that you can explain it back to someone else. If you can teach the concept to someone else, you will be able to successfully master the quizzes and exams. While there will be some factual questions, such as names, dates and percentages, most of the quizzes and exams will be conceptual and applied. To do well in this course, you should plan to devote 3-4 hours of study for every hour of class time. It is highly advised that students prepare a glossary of terms and concepts to properly apply them to quizzes and exams. You will be expected to have a mastery of the core concepts and events covered in the various course materials.

Policy Proposal: 40%

You are required to work in groups of 5-7 to develop a health policy proposal. The proposal will have four (4) parts.

Policy Proposal worth 15% (6-7 pages double spaced): Each group is required to prepare a policy memo which details the problem, provides a definition of the problem, acknowledges the various stakeholders involved in solving this problem and offers a solution to the problem.

Before the proposal is accepted, each member of the group must receive an 80% or higher a quiz related to Chapters 14 and 15 of the Essentials of Health Policy and Law.

The policy proposal should contain the following:

1. Identify what has brought this policy problem to the national (or state) agenda.
2. Provide a definition of the problem and acknowledge how different stake holders have identified the problem. As you do this, consider the values/goals (i.e., equity, efficiency, security, liberty) of each stakeholder and discuss the tradeoffs.
3. Determine if there is an underlying value, ideological or self-interest battle being fought.
4. Provide and defend a viable solution to this problem. Consider the policy choices available to address the problem. Assess the political, economic and cultural feasibility of these solutions.
 - a. Are the proponents concentrated or diffuse?
 - b. What about the opponents?
 - c. Are these solutions consistent with existing national values?

- d. Are there any institutional barriers (e.g. the need for a super-majority vote or multiple “veto” points?) to the adoption of these alternatives?
- e. What state or governmental agencies will be responsible for implementing the policy.

Stakeholder Memo worth 10% (2-3 pages double spaced): In addition to writing a proposal each group will play the role of a stakeholder and offer a response to the other groups’ proposals. The stakeholder memo should provide a clear definition of the problem from the stakeholder’s point of view and it should offer reasons to accept, amend or reject the solution offered.

The stakeholder memo should include the following:

1. A concise summary of the problem and solution offered
2. A definition of the problem from the stakeholder’s point of view. In doing this the group must indicate the extent to which the proposed solution is in line with the stakeholder’s values, ideology and self-interests.
3. A decision to accept, amend or reject the policy proposal with a justification

Revised Policy Proposal 10% (4-6 pages double spaced): After receiving the responses from the instructor and stakeholders, each group is required to submit a revised policy proposal. The revised proposal will address the concerns and critiques of the stakeholders and offer a defense of the proposed solution. In this memo, the group can make changes to the solution if they believe they will ensure greater support stakeholders.

The revised policy proposal memo should include the following:

1. A short summary of the problem and originally proposed solution
2. A summary of the stakeholder concerns and critiques
3. A revised solution which accounts for stakeholder concerns and critiques. In doing this the group must clarify any concerns and offer a defense against critiques

Group Presentation 10%: Upon the completion of the revised policy proposal, each group is required to develop a ten (10) minute presentation.

The presentation should include the following:

1. Size and scope of the problem.
2. Definition of the problem
3. Recognition of competing definitions
4. Presentation of original solution
5. Presentation and defense of revised solution
 - a. Defense should include the following feasibility issues:
 - i. Economic
 - ii. Ideological
 - iii. Rights and Values
 - iv. Administrative

For each of these steps, students are required to use information from credible sources, such as the following:

1. National and local newspapers: New York Times, Washington Post, and Texas Tribune
2. Leading health policy journals: Health Affairs, the Journal of Health Politics, Policy and Law, Milbank Memorial Quarterly; the American Journal of Public Health, the European Journals of Public Health; the British Medical Journal; the New England Journal of Medicine, and the Journal of the American Medical Association

3. Government Documents: Weekly Compilation of Presidential Documents; CDC and HHS reports; Thomas.gov – which provides access to the Congressional Record; and the web sites for relevant congressional committees.

Students are encouraged to use charts and data from these sources. Further, students are required to properly cite their sources of information and provide a bibliography. The charts and bibliography do not count toward the page limit.

Group Member Evaluation: After each stage of the policy proposal project, each group member is required to complete an evaluation of their contribution and the contributions of other group members. At the end of the semester, the evaluations will be reviewed and each group member's grade will be weighted based upon these evaluations. For example, if the group receives an 80% for their stakeholder memo, but if a group member is consistently evaluated as being a non-contributor, the individual student's grade will be lowered.

Coursework Contribution to Final Grade

Quizzes	10%
Class Activities/Perusal	15%
Exam One	15%
Policy Proposal	15%
Stakeholder Memo	10%
Exam Two	15%
Revised Proposal	10%
Group Presentations	10%
Total	100%

The grading scale is as follows: There is no rounding down or up. An 89.999 is a B+, not an A-

93-100%	A	83-86%	B	73-76%	C	63-66%	D
90-92%	A-	80-82%	B-	70-72%	C-	60-63%	D-
87-89%	B+	77-79%	C+	67-69%	D+	50-59%	F

Expectations

Preparation

Doing well in this class necessitates that students are informed and prepared. Therefore, you will be expected to complete the readings prior to when class meets. This course covers a large amount of material in a short amount of time. If you do not keep up with the readings, your grade will reflect your preparation. Below are a set of questions you should be able to answer regarding each class reading.

Questions you should be able to answer about each reading

1. What is the author's central question or statement?
2. What is the author's argument?
 - a. Are there any specific hypotheses?
 - b. Is the author refuting someone else's findings?
3. Is the author's argument valid?
4. What evidence does the author use to support her argument?
5. Is the author's evidence valid?

6. Is the author's argument and data similar or different from other readings?
7. Is the author able to support her argument?
 - a. Does the author confirm her hypotheses?
8. What questions are left unanswered?

Professionalism

Remember that this is an academic environment. Therefore, I ask that you minimize unnecessary disruptions. This includes (but it is not limited to) side conversations, cell phone calls and pagers. If you come to class late or must leave early, please do so quietly. I also ask that you be proactive if any conflict occurs. This means notifying me ahead of time if you are unable to meet the requirements of the course.

Ground Rules

Because this course will sometimes deal with sensitive material, it is imperative that we set a series of ground rules.

1. Respect others. There will be times when you disagree with an idea that has been presented to the class. Although you have the right to disagree with someone, you must remember to challenge the idea and not the person.
2. Listen attentively. The purpose of this course is to present and discuss different ideas. To reap the benefits of such an exchange, you must be willing to pay attention to what others have to say.
3. Think before you speak. Refrain from making broad, general, and/or unsubstantiated comments. Make sure that you use evidence and provide a rationale for your statements.
4. Maintain the dignity of the academic environment. Your ideas should be presented using Standard English, minus the use of any profanity.
5. Raise your hand. This helps to maintain order in the classroom and helps to ensure that everyone has a chance to talk.
6. Be courteous. Refrain from interrupting or engaging in private conversation while others are speaking. Also, limit disruptive behavior, such as newspaper reading, personal grooming, etc.

Recording of Lectures

Advance, written permission is required to record classroom lectures, discussions or presentations ("lectures"). When granted, permission to record lectures is subject to the limitations set forth in this policy. Violations of this policy may constitute copyright infringement in violation of federal or state law and may be subject to University disciplinary action.

II. Definitions

A. Course Materials mean lecture notes, outlines, slides, PowerPoint presentations, readings, or other content made available to students by the instructor or presenter, or through any University online learning system.

B. Recording means a video or audio replication or photographic image recorded on devices including, but not limited to, audio recorders, video recorders, cell phones, Smartphones, digital cameras, media players, computers, or other devices that record images or sound.

III. Requirements and Limitations

A. Advance Written Permission

Recording of classroom lectures is prohibited unless advance written permission is obtained from the class instructor and any guest presenter(s). An instructor may provide such permission to an entire class as part

of the course syllabus or other written description of a course. Students who require recording or other adaptations of lectures as a reasonable accommodation for a disability should contact the Office of Disability Support Services (DSS) in advance of the lecture to obtain permission for the recording.

In the event permission to record classroom lectures is granted, the professor may notify all students, speakers and other lecture attendees in advance that recording may occur. Every effort should be made to protect the confidentiality of a student with a disability who is being granted an accommodation, i.e. the professor will not name the student who is doing the recording when it is due to a disability accommodation.

B. Limitations on Use of Recordings and Materials

Permission to allow lecture recording is not a transfer of any copyrights in the recording or related course materials. Such recordings and materials may be used only for individual or group study with other students enrolled in the same class, and may not be reproduced, transferred, distributed or displayed in any public or commercial manner.

Students must destroy recordings at the end of the semester in which they are enrolled in the class.

Procedures for Dealing with Grade/Evaluation Concerns

Grade/evaluation concerns will only be considered if the following procedure is followed:

All grade complaints must be **TYPED** and must clearly express the student's specific concerns. These written statements must be accompanied by citations of support from course materials, i.e. readings, textbook, and/or lecture notes, to ensure accuracy.

Written statements may be submitted for consideration **AFTER** one week has passed since the assignment was returned to students. This allows the student time to re-read his/her answers and think carefully about what improvements could have been made.

Grade complaints will not be considered once two weeks have passed. For example, if I return a graded assignment on Thursday February 14th, students must submit a complaint **BEFORE** the Thursday February 28th. Once class is over on that Thursday, no complaints will be considered for that assignment.

Since class time is limited, we will only deal with questions or concerns during scheduled office hours. You will need to file the grievance with the individual who graded your exam or assignment and in addition, you will need to meet with them to discuss the grievance.

Finally, submitting a grade grievance will result in a complete re-grade of the assignment.

Student Rights & Responsibilities

- You have a right to a learning environment that supports mental and physical wellness.
- You have a right to respect.
- You have a right to be assessed and graded fairly.
- You have a right to freedom of opinion and expression.
- You have a right to privacy and confidentiality.
- You have a right to meaningful and equal participation, to self-organize groups to improve your learning environment.

- You have a right to learn in an environment that is welcoming to all people. No student shall be isolated, excluded or diminished in any way.

With these rights come responsibilities:

- You are responsible for taking care of yourself, managing your time, and communicating with the teaching team and with others if things start to feel out of control or overwhelming.
- You are responsible for acting in a way that is worthy of respect and always respectful of others.
 - Your experience with this course is directly related to the quality of the energy that you bring to it, and your energy shapes the quality of your peers' experiences.
- You are responsible for creating an inclusive environment and for speaking up when someone is excluded.
- You are responsible for holding yourself accountable to these standards, holding each other to these standards, and holding the teaching team accountable as well.

Personal Pronoun Preference

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by a name different than what appears on the roster, and by the gender pronouns you use. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

E-mail

Prof. McDaniel and the teaching assistant only respond to emails if there is an extremely extenuating circumstance. If you have an issue that you need to discuss with them, please attend office hours. If you cannot attend office hours, you may make an appointment. Please be aware that if you make an appointment to meet with Prof. McDaniel or the teaching assistant outside of office hours and do not show up, there will be a grade penalty. Any grievances involving the class must be handled during office hours. Make sure to check the syllabus or Canvas first before sending an e-mail. In many cases they will answer your question. Finally, you are required use proper etiquette when sending e-mail messages. For tips on proper e-mail etiquette visit <http://www.101emailtippstips.com/>.

Cancelled Classes

Periodically class may be canceled. The class will be informed of these dates and will still be held accountable for the readings of that day.

Canvas

The syllabus, course assignments, and class announcements are posted on Canvas for reference. In addition, a portion of the course reading will also be available on Canvas. In special cases, the portions of the lecture notes will be available on Canvas. Make sure to regularly check Canvas for announcements and assignments. Before you contact us with a question for the class, *make sure to check Canvas first*.

Excused Absences

An absence from class will only be excused if proper documentation from a university representative is presented. If you have an emergency which prevents you from attending class, please contact the Dean of Students to gain documentation. In the case of planned activities, the documentation must be presented at least two weeks before your scheduled absence. I will not accept a planned activity as a valid

excuse for an absence after the fact. In the case of unexpected circumstances, the documentation must be turned in within a week of your return.

Make-up Exams

Students will only be allowed to take the make-up exam if they have an excused absence.

Pass/Fail Policy

If a student wishes to take the class pass/fail, the student must have a final grade above 73% to receive a pass.

Changes to the Course

The professor reserves the right to make changes to the syllabus to better facilitate the needs of the course.

University Policies

Academic Integrity

Each student in the course is expected to abide by the University of Texas Honor Code: "As a student of The University of Texas at Austin, I shall abide by the core values of the University and uphold academic integrity." **Plagiarism is taken very seriously at UT.** Therefore, if you use words or ideas that are not your own (or that you have used in previous class), you must cite your sources. Otherwise you will be guilty of plagiarism and subject to academic disciplinary action, including failure of the course. You are responsible for understanding UT's Academic Honesty and the University Honor Code which can be found at the following web address:

http://deanofstudents.utexas.edu/sjs/acint_student.php

The University defines scholastic dishonesty in the following way:

"According to the *Institutional Rules*, scholastic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, and falsifying academic records." For a detailed explanation of the University's honor code and definition of plagiarism, please refer to the following website <http://registrar.utexas.edu/catalogs/gi09-10/ch01/index.html>.

In the event a student violates the University policy on scholastic dishonesty, he or she will be subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced.

Q Drop Policy

If you want to drop a class after the 12th class day, you'll need to execute a Q drop before the Q-drop deadline, which typically occurs near the middle of the semester. Under Texas law, you are only allowed six Q drops while you are in college at any public Texas institution. For more information, see: <http://www.utexas.edu/ugs/csacc/academic/adddrop/qdrop>

Religious Holy Day Observance

By UT Austin policy, you must notify your instructor of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence.

University Resources for Students

Your success in this class is important to me. We will all need accommodations because we all learn differently. If there are aspects of this course that prevent you from learning or exclude you, please let me know as soon as possible. Together we'll develop strategies to meet both your needs and the requirements of the course. There are also a range of resources on campus:

Services for Students with Disabilities

This class respects and welcomes students of all backgrounds, identities, and abilities. If there are circumstances that make our learning environment and activities difficult, if you have medical information that you need to share with me, or if you need specific arrangements in case the building needs to be evacuated, please let me know. I am committed to creating an effective learning environment for all students, but I can only do so if you discuss your needs with me as early as possible. I promise to maintain the confidentiality of these discussions. If appropriate, also contact Services for Students with Disabilities, 512-471-6259 (voice) or 1-866-329- 3986 (video phone). <http://ddce.utexas.edu/disability/about/>

Counseling and Mental Health Center

Do your best to maintain a healthy lifestyle this semester by eating well, exercising, avoiding drugs and alcohol, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress.

All of us benefit from support during times of struggle. You are not alone. There are many helpful resources available on campus and an important part of the college experience is learning how to ask for help. Asking for support sooner rather than later is often helpful.

If you or anyone you know experiences any academic stress, difficult life events, or feelings like anxiety or depression, we strongly encourage you to seek support. <http://www.cmhc.utexas.edu/individualcounseling.html>

The Sanger Learning Center

Did you know that more than one-third of UT undergraduate students use the Sanger Learning Center each year to improve their academic performance? All students are welcome to take advantage of Sanger Center's classes and workshops, private learning specialist appointments, peer academic coaching, and tutoring for more than 70 courses in 15 different subject areas. For more information, please visit <http://www.utexas.edu/ugs/slc> or call 512-471-3614 (JES A332).

Undergraduate Writing Center: <http://uwc.utexas.edu/>

Libraries: <http://www.lib.utexas.edu/>

ITS: <http://www.utexas.edu/its/>

Student Emergency Services: <http://deanofstudents.utexas.edu/emergency/>

Important Safety Information:

If you have concerns about the safety or behavior of fellow students, TAs or Professors, call BCAL (the Behavior Concerns Advice Line): 512-232-5050. Your call can be anonymous. If something doesn't feel right – it probably isn't. Trust your instincts and share your concerns.

Title IX Reporting

Title IX is a federal law that protects against sex and gender-based discrimination, sexual harassment, sexual assault, sexual misconduct, dating/domestic violence and stalking at federally funded educational institutions. UT Austin is committed to fostering a learning and working environment free from discrimination in all its forms. When sexual misconduct occurs in our community, the university can:

1. Intervene to prevent harmful behavior from continuing or escalating.
2. Provide support and remedies to students and employees who have experienced harm or have become involved in a Title IX investigation.
3. Investigate and discipline violations of the university's relevant policies.

Faculty members and certain staff members are considered "Responsible Employees" or "Mandatory Reporters," which means that they are required to report violations of Title IX to the Title IX Coordinator.

I am a Responsible Employee and must report any Title IX related incidents that are disclosed in writing, discussion, or one-on-one. Before talking with me, or with any faculty or staff member about a Title IX related incident, be sure to ask whether they are a responsible employee. If you want to speak with someone for support or remedies without making an official report to the university, email advocate@austin.utexas.edu For more information about reporting options and resources, visit titleix.utexas.edu or contact the Title IX Office at titleix@austin.utexas.edu.

Emergency Evacuation

The following recommendations regarding emergency evacuation from the Office of Campus Safety and Security, 512-471-5767, <http://www.utexas.edu/safety/>

Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.

- Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.
- Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class.
- In the event of an evacuation, follow the instruction of faculty or class instructors. Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.
- Link to information regarding emergency evacuation routes and emergency procedures can be found at:

www.utexas.edu/emergency

Course Schedule

*The instructor expects the assigned materials to be completed before class begins

Date	Topic	Reading	Video
26-Aug-24	Defining Public Policy	<i>Essentials of Health Policy and Law</i> Chapter 1	
28-Aug-24	Policy Analysis	Munger, Michael C. 2000. <i>Analyzing policy: Choices, Conflicts, and Practices</i> . New York: W.W. Norton. Chapter 1	
02-Sep-24	Labor Day		
04-Sep-24	Political Nature of Health Care	<i>Essentials of Health Policy and Law</i> Chapter 2	
09-Sep-24	Political Nature of Health Care	<i>Essentials of Health Policy and Law</i> Chapter 3	
11-Sep-24	American Health Care System	<i>Essentials of Health Policy and Law</i> Chapter 4	Sick Around the World http://video.pbs.org/video/1050712790/
16-Sep-24	American Health Care System		
18-Sep-24	Public Health	<i>Essentials of Health Policy and Law</i> Chapter 5	The Most Dangerous Woman in America https://www.youtube.com/watch?v=zSXKKeaYUVY
23-Sep-24	Rights Values and Health Policy	<i>Essentials of Health Policy and Law</i> Chapter 6	The Vaccine War http://www.pbs.org/wgbh/pages/frontline/vaccines/

25-Sep-24	Failures of American Health Care	<i>Essentials of Health Policy and Law</i> Chapter 7 Mirror, Mirror: Comparing Health Systems Across Countries https://www.commonwealthfund.org/series/mirror-mirror-comparing-health-systems-across-countries	Escape Fire
30-Sep-24	Health Insurance	<i>Essentials of Health Policy and Law</i> Chapter 8	Sick Around America http://www.pbs.org/wgbh/pages/frontline/sick-aroundamerica/
02-Oct-24	Health Economics	<i>Essentials of Health Policy and Law</i> Chapter 9 Cutler, David M., and Elizabeth Richardson. 1998. "The Value of Health: 1970-1990." <i>The American Economic Review</i> 88 (2): 97-100. {C}	
07-Oct-24	Government Health Programs	<i>Essentials of Health Policy and Law</i> Chapter 10	
09-Oct-24	Health Care Reform	<i>Essentials of Health Policy and Law</i> Chapter 11	
14-Oct-24	Affordable Care Act	<i>Essentials of Health Policy and Law</i> Chapter 12 Neiman, Pooja U. Thomas C. Tsai, Regan W. Bergmark, Andrew Ibrahim, Hari Nathan, and John W. Scott. 2021 The Affordable Care Act at 10 Years: Evaluating the Evidence and Navigating an Uncertain Future. <i>Journal of Surgical Research</i> . 263 102-109	
15-Oct-24	Take Home Exam One Due		

16-Oct-24	Social Determinants of Health	Wolff, Jonathan. 2009. "Disadvantage, Risk and the Social Determinants of Health." <i>Public Health Ethics</i> 2 (3): 214-223.	
21-Oct-24	Social Determinants of Health	<p>Doran, Kelly M., Elizabeth J. Misa, and Nirav R. Shah 2013. "Housing as Health Care — New York's Boundary-Crossing Experiment." <i>New England Journal of Medicine</i> 369 (25): 2374-2377.</p> <p>Dean, Hazel D., and Kevin A. Fenton. 2010. "Addressing Social Determinants of Health in the Prevention and Control of HIV/AIDS, Viral Hepatitis, Sexually Transmitted Infections, and Tuberculosis." <i>Public Health Reports</i> 125 (Suppl 4): 1-5.</p> <p>Nutbeam, D. and Lloyd, J.E., 2021. Understanding and responding to health literacy as a social determinant of health. <i>Annual Review of Public Health</i>, 42(1), pp.159-73.</p>	
23-Oct-24	Health Inequalities	<p>Marmot, Michael. 2005. "Social determinants of health inequalities." <i>Lancet</i> 365 (9464): 1099-1104</p> <p>Webb, Bryant Cameron, Sean L. Simpson, and Kristen G. Hairston. 2011. "From Politics to Parity: Using a Health Disparities Index to Guide Legislative Efforts for Health Equity." <i>American Journal of Public Health</i> 101: 554-60.</p>	
28-Oct-24	Health Inequalities	<p>Bambra, C., Lynch, J. and Smith, K.E., 2021. The unequal pandemic: COVID-19 and health inequalities (p. 198). Policy Press. Introduction https://library.oapen.org/handle/20.500.12657/51451</p>	

29-Oct-24	Policy Proposal Due		
30-Oct-24	Pollution and Health	<p>Pope, C. Arden III, Majid Ezzati, and Douglas W. Dockery 2009. "Fine-Particulate Air Pollution and Life Expectancy in the United States." <i>New England Journal of Medicine</i> 360 (4): 376-386.</p> <p>Perkins, T. (2021). The multiple people of color origins of the US environmental justice movement: social movement spillover and regional racial projects in California. <i>Environmental Sociology</i>, 7(2), 147–159.</p>	
04-Nov-24	Obesity	<p>Wang, Y., Beydoun, M.A., Min, J., Xue, H., Kaminsky, L.A. and Cheskin, L.J., 2020. Has the prevalence of overweight, obesity and central obesity levelled off in the United States? Trends, patterns, disparities, and future projections for the obesity epidemic. <i>International journal of epidemiology</i>, 49 (3), pp.810-823.</p>	<p>Weight of the Nation https://www.youtube.com/watch?v=T24B6T-hp0E</p>
06-Nov-24	Politics of Food	<p>Nestle, M., 2024. Food Politics and Policy. In <i>Oxford Research Encyclopedia of Food Studies</i>.</p>	
11-Nov-24	Substance Abuse	<p>Crable, E.L., Benintendi, A., Jones, D.K., Walley, A.Y., Hicks, J.M. and Drainoni, M.L., 2022. Translating Medicaid policy into practice: policy implementation strategies from three US states' experiences enhancing substance use disorder treatment. <i>Implementation Science</i>, 17(1), p.3.</p>	
12-Nov-24	Stakeholder Memo Due		

13-Nov-24	Mental Health	Alegría, M., NeMoyer, A., Falgàs Bagué, I., Wang, Y. and Alvarez, K., 2018. Social determinants of mental health: where we are and where we need to go. Current psychiatry reports, 20, pp.1-13.	
18-Nov-24	Infectious Diseases	Essentials of Health Policy and Law Chapter 13 Otterman, Sharon. 2022. Why Polio, Once Eliminated, Is Testing N.Y. Health Officials. The New York Times. New York. October 3	
20-Nov-24	Sexual Health	Barrow, R.Y., 2020. Recommendations for providing quality sexually transmitted diseases clinical services, 2020. MMWR. Recommendations and Reports, 68.	The Age of AIDS: Part I Chapters Five through Eight http://www.pbs.org/wgbh/pages/frontline/aids/
25-Nov-24	Thanksgiving Break		
27-Nov-24			
02-Dec-24	Sexual Health	Sutton, M.Y., Anachebe, N.F., Lee, R. and Skanes, H., 2021. Racial and ethnic disparities in reproductive health services and outcomes, 2020. Obstetrics & Gynecology, 137(2), pp.225-233.	The Age of AIDS: Part II Chapters One through Four http://www.pbs.org/wgbh/pages/frontline/aids/
04-Dec-24	Group Presentations	Groups Presentations and Revised Proposal Due	
09-Dec-24	Group Presentations		
12-Dec-24	Take Home Two Due		