COURSE NUMBER: 590R    SECTION NUMBER:  001
CREDIT HOURS:  2    SEMESTER: Spring 2020

COURSE TITLE: Politics of Public Health

CLASS HOURS AND LOCATION: TBA

INSTRUCTOR NAME: Richard Doner

INSTRUCTOR CONTACT INFORMATION

EMAIL: rdoner@emory.edu
PHONE: 404-727-7914

SCHOOL ADDRESS OR MAILBOX LOCATION: Tarbutton 304

OFFICE HOURS TBA

Teaching Assistant(s): Sabrina Haque (?)

COURSE DESCRIPTION

This elective course is designed to help students, as future public health practitioners, understand why and how the “best” interventions don’t always get proposed, adopted, and/or implemented. More specifically, the course is designed to help students anticipate the ways in which politics - defined as interests, power and institutions – affect public health interventions. As a course on “applied” politics, it complements courses on environmental justice or the social determinants of health by asking under what conditions solutions to problems actually get adopted.

The course is structured around key stages in the policy process: agenda setting, policy formulation and adoption, implementation, and evaluation. Using cases (e.g. occupational health of migrant farmworkers in the U.S., field epidemiological training in L. America, smoking cessation in China, research on gun violence, family planning in Indonesia), the course explores institutional and political bottlenecks, potential solutions, and generalizability of lessons learned from
specific cases. The course thus makes use of qualitative methods to develop research designs and politically feasible interventions.

Guest speakers will include experts from organizations such as CDC, the Emory Nursing School, the Task Force for Global Health, Emory Dept. of Environmental Studies, and Emory Dept. of Political Science.

**MPH/MSPH FOUNDATIONAL COMPETENCIES:**

* Explain the social, political and economic determinants of health and how they contribute to population health and health inequities
* Explain how globalization affects global burdens of disease
* Explain the role of qualitative methods and sciences in describing and assessing a population’s health
* Explain the critical importance of evidence in advancing public health knowledge
* Explain how globalization affects global burdens of disease

**CONCENTRATION COMPETENCIES**

**Global Environmental Health MPH**
* Explain major policy issues in global environmental health.
* Advocate for policies, programs, or research to improve global health through goal-oriented situational analysis, strategy formulation, coalition-building, and /or sustained action.
* Describe select causes and consequences of health inequities within and/or across contexts.
* Select methods to design, adapt, implement, monitor, manage, evaluate or scale research, programs, interventions or policies

**Environmental Health Sciences PhD**
* Conduct a novel research project that addresses key challenges in environmental health sciences.

**COURSE LEARNING OBJECTIVES**

* Develop an analytical framework for assessing the political and institutional feasibility of specific environmental and other types of public health policies
* Identify key actors – public, private, non-profit – involved in environmental health policymaking, their interests, agendas, strategies, sources of power
* Understand the nature and impact of political institutions on environmental health policies.
* Appreciate the impact of a population’s history and perceptions on the feasibility of diverse policy interventions
* Explain the factors influencing the contribution of science and scientists in shaping and implementing environmental health policy
* Assess the often-unanticipated costs, as well as benefits, of diverse evaluation methods
EVALUATION

Class Participation (30%):

Weekly Discussion Questions (15%): For each class session beginning with the second class, students are required to email the instructor at least three questions based on the readings for that session.

Applied summary memos (50%): Students will prepare three short (three-four page) memos summarizing key lessons drawn from each of the first three policy stages (agenda setting, formulation, implementation) as they relate to a particular policy area selected by the student. These will be graded S/U. A final project will be a (five-page) “concept note” suitable for submission for a small grant to fund initial evaluation research on the student’s issue. The note will synthesize previous memos and draw on a limited amount of outside materials relevant to the student’s topic of interest. It will address 1) the problem and its background, 2) the proposed research questions, and 3) the proposed research/evaluation method(s). The goal of the exercise is to help students formulate a research question on the impact of political factors, as discussed during the semester, on their particular area of interest.

Possible letter grades are A, A-, B+, B, B-, C, F based on a 10-point scale from cumulative scores on participation, discussion questions, and summary memos.

COURSE STRUCTURE

The course will begin with two weeks devoted to an overview of the course and key concepts of political economy, with case illustrations. The following three weeks address the challenges of agenda setting. The first summary memo will be due prior to the sixth week of class. The following three weeks will be devoted to the challenges of policy formulation and adoption, followed by three weeks on policy implementation and, finally, two weeks on evaluation challenges. Summary memos will be due the week following discussions of each stage in the policy process. The final memo will be due a week after the last class.

As noted above, active, informed participation of all students is essential and attendance is mandatory. “Informed” participation refers to class contributions, including questions for guest speakers, based on the assigned reading and, to the extent possible, the student’s own topic of interest.

COURSE POLICIES

As the course is a seminar, active participation of all students is essential and attendance is mandatory. As noted, to ensure active discussion, please do not use laptops or tablets in class. Either bring copies of your readings or your notes. Readings are generally case-based and
typically do not exceed 40 pages. Absences must be cleared with the instructors in advance. For written assignments, I expect clear, concise, grammatically correct writing.

As the instructor of this course I endeavor to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me and the Office for Equity and Inclusion, 404-727-9877.

RSPH POLICIES

Accessibility and Accommodations

Accessibility Services works with students who have disabilities to provide reasonable accommodations. In order to receive consideration for reasonable accommodations, you must contact the Office of Accessibility Services (OAS). It is the responsibility of the student to register with OAS. Please note that accommodations are not retroactive and that disability accommodations are not provided until an accommodation letter has been processed.

Students who registered with OAS and have a letter outlining their academic accommodations are strongly encouraged to coordinate a meeting time with me to discuss a protocol to implement the accommodations as needed throughout the semester. This meeting should occur as early in the semester as possible.

Contact Accessibility Services for more information at (404) 727-9877 or accessibility@emory.edu. Additional information is available at the OAS website at http://equityandinclusion.emory.edu/access/students/index.html

Honor Code

You are bound by Emory University’s Student Honor and Conduct Code. RSPH requires that all material submitted by a student fulfilling his or her academic course of study must be the original work of the student. Violations of academic honor include any action by a student indicating dishonesty or a lack of integrity in academic ethics. Academic dishonesty refers to cheating, plagiarizing, assisting other students without authorization, lying, tampering, or stealing in performing any academic work, and will not be tolerated under any circumstances.

The RSPH Honor Code states: “Plagiarism is the act of presenting as one’s own work the expression, words, or ideas of another person whether published or unpublished (including the work of another student). A writer’s work should be regarded as his/her own property.” (http://www.sph.emory.edu/cms/current_students/enrollment_services/honor_code.html)
COURSE CALENDAR (Tentative)

1. Introduction to Politics and Political Economy (Sanitation)

2. Policy Challenges - Overview: (WASH; Coal ash and drinking water in N. C.)
   ~ WSP/WB, 2011. “The Political Economy of Sanitation: How can we increase investment and improve service for the Poor,” WSP Sanitation Global Practice Team (February), pp. 13-37, 47-56, and one country case in appendix

3. Agenda Setting 1 – Overview (HIV/AIDS)

4. Agenda Setting 2 – Interests and Ideology (Climate change and occupational health of farmworkers; Guest: Dr. Linda McCauley, Dean, Rollins School of Nursing)

5. Agenda Setting 3 - Framing (gun violence as public health; Dr. Mark Rosenberg, former Director, CDC Center for Injury Control; former CEO of Task Force for Global Health)
6. **Policy Formulation 1 – The Impact of Interests (Health Care Reform)**


~ Joseph Harris. 2015. “Developmental Capture” of the State: Explaining Thailand’s Universal Coverage Policy


7. **Policy Formulation 2 - The Impact of Interests and Institutions (tobacco in China; Dr. Jeff Koplan, former CDC Director, V.P. for Global Health, Emory Global Health Institute)**


8. **Policy Formulation 3: The Impact of Ethnic/Religious/Linguistic Diversity (reproductive health; Dr. Whitney Rice, Assist. Prof. Rollins School of Public Health)**


9. **Spring Break**

10. **Policy Formulation 4: The Impact of Regime Type: Is Democracy Good for Public Health? (family planning in Indonesia)**


~ Philip Keefer, “Does Democracy Help?” Ch. 10 in

11. **Policy Implementation 1 - Why Are Some Interventions More Difficult than Others? (climate change and vector-borne diseases; Prof. Uriel Kitron, Dept. of Environmental Studies, Emory University)**


12. Policy Implementation 2 – State Capacity – What is “Good Governance” and Where Does It Come From? (Dr. Angel Hilmer, Task Force for Global Health)

~ Thomas Frieden and Inger Danon. “Ebola in West Africa—CDC’s Role in Epidemic Detection, Control, and Prevention.” Infectious Diseases • www.cdc.gov/eid • Vol. 21, No. 11, November 2015

13. Monitoring and Evaluation: Case Studies and RCTs (Tom Chapel, Chief Evaluation Officer, CDC)


14. Policy Implementation 3: Non-State Actors (Rural sanitation, water privatization; (Prof. Tom Clasen, RSPH)


15. Evaluation Methods and Implementation Science (Sabrina Haque, RSPH)


Final summary memo
## COURSE OUTLINE (Tentative)

<table>
<thead>
<tr>
<th>Week</th>
<th>Theme</th>
<th>Topics and Cases</th>
<th>Guest</th>
<th>Reading (subject to change; * ECAS students)</th>
</tr>
</thead>
</table>
| 1.   | Overview: politics, political economy and policy process | Course overview and logistics | Frieden. “A Framework…”  
Kollman. “Collective Dilemmas” | |
| 2.   | The policy process | The policy process  
Water and Sanitation Nutrition | Semuels. Saga of N. Carolina’s…”  
Balarajian and Rich. “Pol econ challenges…”  
| 3.   | Framework | Framework  
CDC “Winnable Battles”  
HIV/AIDS in Thailand | CDC. “Winnable Battles”  
D’Agnes. “Aids in Thailand,” | |
| 4.   | Agenda Setting | Interests and ideology  
Heat stress/farmworkers | McCauley  
Nelson 2017. “Protecting Farmworkers…”  
Mix et al. “Hydration Status…”  
Bail et al. “The Impact of Invisibility…”  
McCray. “A Disturbing Trend…”  
TBA | |
| 5.   | Interests | Gun violence  
Beyond partisanship | Rosenberg (RSPP talk)  
Masters. “Former CDC Leaders…”  
Instit of Medicine. “Priorities for Research…”  
Rubin “Tale of 2 Agencies…”  
Goss. “America’s Missing…”  
Blocher. “How America’s Tradition…”  
Stein. “The NEA is a powerful…”  
* Pierson. “Power and Path Dependence” | |
| 6.   | Policy Formulation and Adoption | Interests and institutions  
Health sector reform  
U.S. - ACA  
Reich. “Adopting National Health Insurance”  
* Hacker. “The Road to Somewhere.” | |
| 7.   | Interests and institutions | Smoking in China | Koplan  
Bump / Reich. “Pol econ analysis for tobacco”  
Li. Political Mapping for China’s Tobacco…”  
*Howlelt et al., Chs 5, 6. | |
| 8.   | Ethnic-religious divisions | Reproductive health  
Dependent health care | Rice  
Easterly. “Polarized Peoples.”  
Tschann and Soon. “Contraceptive Coverage”  
Leichter. “Ethnic Politics…” | |
<p>| 9.   | | | | Spring Break |</p>
<table>
<thead>
<tr>
<th>Date</th>
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</table>
| 10.   | Policy Formulation and Adoption (cont’d) | Democracy and public health  
*Family planning*  
*Indonesia*  
*Nat’l health insurance in W. Africa* | Warwick  
Reich  
Ross  
*Keefe* | “Indonesian Family Planning”  
“AAdopting National Health Insurance”  
“Is Democracy Good for the Poor?”  
“Does democracy help?” |
|       |                               |                                                                        |                              |                                                                                              |
|       |                               | 2nd Summary Memo Due                                                  |                              |                                                                                              |
| 11.   | Implementation across policies | Implementation across policies  
*Climate change and vector-borne diseases* | Kitron  
Nelson  
Du Clos et al  
Filmer et al  
*ritchett and Woolcock.* | “When the Solution..” |
| 12.   | Policy Implementation       | State capacity / “good governance”  
*Epidem. Training*  
*Child mortality in Africa*  
*Road safety in Thailand* | Hilmer  
Lubongo et al  
CDC  
Suriyawongpaisal  
Schreiber  
*Croke.* | “The Political Economy of Child…” |
| 13.   | Evaluation and Implementation | Evaluation and Implementation  
*CDC experience* | Chapel  
Frieden  
Woolcock | “Evidence for Health Decision…”  
“Using Case studies…” |
|       |                               | 3rd Summary Memo Due                                                  |                              |                                                                                              |
Hobbes  
Clasen et al. | “Stop Trying to Save the World”  
“Effectiveness of a rural…” |
| 15.   | Evaluation Methods and Implementation Science | Evaluation Methods and Implementation Science | Haque  
Theobald et al  
Nielson  
Brown et al. | “Implementation Research…”  
“Making Sense…”  
“An Overview…” |
| Exam week |                               |                                                                       |                              |                                                                                              |
|       |                               | Concept Note Due                                                      |                              |                                                                                              |