Global Health Policy  
Course Number: 400.745 (01) 

Syllabus  
(Version: Sept 14, 2014)

Instructors  

Joshua Michaud, Ph.D.  
Phone: 202.492.6875  
Email: jmichaud@kff.org  

Jennifer Kates, Ph.D.  
Phone: 202.654.1423  
Email: jkates@kff.org

Office hours: -Instructors can be available for the hour before class by appointment. Please speak with or email the instructors to set up a time.

Course Days / Hours  
Wednesdays, 6:00-8:00PM

Class Location  
Rome 534

Course description  
This course gives students an in-depth, interdisciplinary examination of contemporary global health policy (GHP) issues and actors. The field of global health has been radically transformed over the last several decades through an unprecedented increase in international aid for health programs in developing countries, along with a general rise in interest in global health issues coming from governments, multilateral organizations, civil society, and the private sector. The changes have had tremendous impact on wellbeing, brought new visibility and new legitimacy to the study and practice of global health, but have also highlighted and sometimes exacerbated issues of policy and practice. Through lectures, readings and class discussion students will be exposed to the history, theory and practice of GHP from the perspectives of public health, economics, and international relations. Students will deepen their understanding through researching case studies and engaging in debates on present-day topics and controversies in GHP.

Topics covered in the class include: the governance of global health through national, multilateral and private institutions, legal and operational frameworks for prevention and control of global health crises such as influenza pandemics or bioterrorism, the international response to HIV/AIDS, the history and practice of global health diplomacy and negotiation of global health treaties, the politics of international family planning and reproductive health programs, international trade agreements and health, the role
of the World Trade Organization’s trade-related aspects of intellectual property agreement (TRIPS) on access to medicines, and the political economy of eradicating polio and other infectious diseases. Students will interact with the Professors and expert guest discussants with practical experience in these areas, deepening their understanding of the topics covered in class. Substantive class discussion and student participation is expected. Class assignments include weekly journal entries on readings, blog postings on GHP topics, and a final research paper.

RESOURCES

RSS subscriptions/Email alerts
Students should subscribe to the following feeds/email alert services. They will bring digests of GH policy news and information to you. The information contained in these feeds keeps you up to date on ongoing issues and debates in global health, fleshes out your understanding of the readings, and serves as a source of ideas and evidence for your policy blogs and papers.

U.S. Global Health Policy - Kaiser Family Foundation (KFF)
http://kff.org/global-health-policy/
You can sign up for KFF global health email alerts here: http://kff.org/email/
-Kaiser Family Foundation U.S. Global Health Policy Tracker RSS Feed: http://feeds.feedburner.com/policytracker/all

Global Health Policy Center - Center for Strategic and International Studies (CSIS)

Global Health Policy - Center for Global Development (CGD)
http://www.cgdev.org/section/topics/global_health
-CGD Global Health Policy Blog RSS Feed: http://feeds.feedburner.com/cgdev/globalhealth

Blackboard
The course Blackboard (BB) site is where you will be posting weekly comments and questions on your readings, and where you will be posting your blog entries. More about the BB site will be discussed in class.

Honor Code
Enrollment at SAIS obligates each student to conduct all activities in accordance with the rules and spirit of the school’s Honor Code. The Honor Code governs student conduct at SAIS. It covers all activities in which students present information as their own, including written papers, examinations, oral presentations and materials submitted to potential employers or other educational institutions. It requires that students be truthful and exercise integrity and honesty in their dealings with others, both inside SAIS and in the larger community. While the Honor code goes well beyond plagiarism, it is important that each student understand what is and is not plagiarism. Plagiarism will definitely result in failure of the paper or exam and may result in failing the course depending on the judgment of the professor.
ASSESSMENT AND GRADING
Students will be assessed using a 100-point scale. Grades will be derived from three global health policy blog posts (30%), one class presentation (20%), weekly journal entries/comments on readings (10%), one final research paper (30%), and class participation based on attendance, engagement in class discussion, and postings on the course Blackboard site (10%).

Policy Blog Posts (30% of grade)
You will be required to post at least 3 entries to the course blog (you will be graded on three, but more posts are always OK). Your posts can be uploaded to the course blog at any time, but there are three “no later than” dates indicated on the course calendar (see calendar below).

You will post one blog entry in each of the following three categories:

1) Global Health Topic Blog Post. Recognizing, understanding and reacting to important developments in your professional field is a part of everyone’s job. This assignment will give you a chance to scan current GH policy issues and news to pick an item that is of interest to you, and to blog about it. For this assignment, you will:

-Identify and read a news story or recently released academic article with Global Health policy implications (see RSS feeds above, for some suggested info sources)
-Summarize the event/article and the GH policy issues that it highlights
-Provide your response/reaction to the news story or articles and draw out implications

2) Global Health Meeting Summary Blog Post. You will attend in person or view a webcast/video of a global health policy event/discussion, then write a summary of what you heard/saw, what you learned, and consider its relevance and implications for global health policy.

3) Debate Blog Post. Global health policy issues rarely have a definitive solution that all sides agree to, therefore debates about which policy direction is right/best/most effective is key to the process of creating effective policies. Being able to cogently argue one side of such a policy debate is an important skill for students to have, both in class and in the professional world. Therefore, this assignment asks that students pick a position on one side of a relevant policy debate on a global health topic, and collect evidence in order to advocate for and defend their position.

Students have a wide leeway when choosing articles and topics for their posts. Each policy blog post will be graded on a 10-point scale. More information about the requirements and grading criteria for the policy blog posts will be provided in class.

Class Presentation (20% of grade)
Each student will have to give one presentation to class on a global health policy topic. The presentation should: 1) identify the global health topic being discussed, 2) outline the issues/sides of debate regarding the topic, 3) identify critical actors and decision-makers involved in the topic, and 4) take a clear stand/provide a clear recommendation regarding the issue. The presentation should take no more than 10 minutes. Powerpoint slides can be used, but are not required.
The presentation is graded on a 20-point scale. Further information about topics, content and grading will be discussed in class.

**Final Paper (30% of grade)**

The final paper is a research paper that focuses on a global health policy topic of your choice. Recommended length of the final paper is 10 to 12 pages. Approximately one month before the due date, you will have to submit your selected topic and an outline. You are welcome to develop one of your policy blog posts into a final paper, but the main point is that you choose a topic that you are interested in that represents a current issue in the field of global health policy. Further details about the final paper will be distributed in class, but students are urged to begin thinking about their country and their health intervention as early as possible, using the readings, RSS feeds, and class discussion as sources of inspiration.

**Weekly Comments on Readings (10% of grade)**

All students are required to post two comments and two questions regarding that week’s readings/topic to their journal on the class Blackboard site. In each entry, students are required to:

- State two lessons or new pieces of information gleaned from the readings
- Write down two questions for class discussion based on the readings/topic.

These entries are not meant to be long; one or two sentences for each lesson or question should be sufficient. Students are then encouraged to voice their observations and ask their questions during class.

**Class Participation (10% of grade)**

Class participation is measured in a number of ways. First, students are expected to come to class prepared to contribute to a vigorous discussion. This entails not only completing the assigned reading and attending class, but thinking critically about the readings before class. Your engagement in and contributions to class discussions are one component of participation. Demonstrating critical thinking through your Blackboard posts on the class readings are another component. Finally, your involvement in the online discussion through your comments on other students’ blogs and comments is also important. These components taken together will comprise 10% of your grade.

**Final Grades**

Student final grades will be derived using a 100 point scale. Final grade categories are as follows:

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>94-100</td>
<td>A</td>
<td>Excellent</td>
</tr>
<tr>
<td>90-93</td>
<td>A-</td>
<td>Very Good</td>
</tr>
<tr>
<td>86-89</td>
<td>B+</td>
<td>Good</td>
</tr>
<tr>
<td>80-85</td>
<td>B</td>
<td>Passing</td>
</tr>
<tr>
<td>Below 80</td>
<td>C</td>
<td>Fail</td>
</tr>
</tbody>
</table>
## Course Schedule: Global Health Policy

<table>
<thead>
<tr>
<th>Class Session</th>
<th>Date</th>
<th>Description</th>
<th>Guest Speaker</th>
<th>Assignments Due and Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Sep 3</td>
<td>Introduction and Course Overview</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Sep 10</td>
<td>Frameworks in Global Health Policy: Development, Economics, Security, Human Rights</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Sep 17</td>
<td>Global Health Governance and Actors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Sep 24</td>
<td>Global Health Security: Pandemics and Bioterrorism</td>
<td></td>
<td>LAST DAY TO POST BLOG #1</td>
</tr>
<tr>
<td>5</td>
<td>Oct 1</td>
<td>Research and Development for Global Health</td>
<td>Rachel Wilson, PATH</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Oct 8</td>
<td>International Development Assistance for Global Health: Trends and Issues</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Oct 15</td>
<td>The Global Response to HIV/AIDS: A Game Changer</td>
<td></td>
<td>LAST DAY TO POST BLOG #2</td>
</tr>
<tr>
<td>8</td>
<td>Oct 22</td>
<td>Trade, TRIPS, and Access to Medicines</td>
<td>Thomas Bollyky, CFR</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Oct 29</td>
<td>Family Planning and Reproductive Health</td>
<td>Chloe Cooney, PPFA</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Nov 5</td>
<td>U.S. Global Health Policy: PEPFAR to the Global Health Initiative and Beyond</td>
<td></td>
<td>FINAL PAPER TOPIC/OUTLINE DUE</td>
</tr>
<tr>
<td>11</td>
<td>Nov 12</td>
<td>International Treaties and Global Health Diplomacy</td>
<td>Jimmy Kolker, HHS OGA</td>
<td>LAST DAY TO POST BLOG #3</td>
</tr>
<tr>
<td>12</td>
<td>Nov 19</td>
<td>Challenges of Disease Eradication and Elimination</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Nov 26</td>
<td>FALL BREAK, no class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Dec 3</td>
<td>Future Trends in Global Health Policy, Wrap Up</td>
<td></td>
<td>FINAL PAPER DUE BY WED, DECEMBER 17</td>
</tr>
</tbody>
</table>
GLOBAL HEALTH POLICY: EXAMPLE ISSUES AND DEBATES

These are provided to give you some ideas for developing class presentations and writing assignments.

<table>
<thead>
<tr>
<th>Session</th>
<th>Class Session Topics</th>
<th>DEBATES/ISSUES</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Pandemics and Bioterrorism</td>
<td>- H5N1/mutant flu virus studies: publish or restrict?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Smallpox virus stocks: should they be destroyed?</td>
</tr>
<tr>
<td>5</td>
<td>Research and Development for Global Health</td>
<td>- Drug trials in poor countries and global health research ethics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Should sharing viruses require sharing of benefits?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- WHO CEWG recommendations: realistic, helpful, or not?</td>
</tr>
<tr>
<td>6</td>
<td>International Development Assistance for Global Health</td>
<td>- Corruption in global health</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Emerging powers/BRICS: doing enough for global health?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Role of low and middle income countries in financing global health?</td>
</tr>
<tr>
<td>7</td>
<td>HIV/AIDS</td>
<td>- Funding for HIV vs. other global health priorities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- “AIDS free generation”: is it realistic?</td>
</tr>
<tr>
<td>8</td>
<td>Trade, TRIPS, and Access to Medicines</td>
<td>- Free trade agreements and their impact on access to medicines</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Trans-Pacific Partnership negotiations: good or bad for global health?</td>
</tr>
<tr>
<td>9</td>
<td>Family Planning and Reproductive Health</td>
<td>- Funding restrictions &amp; policy riders: effects on programs and people</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Integration of FP/RH with other programs (e.g., HIV/AIDS)</td>
</tr>
<tr>
<td>10</td>
<td>U.S. Global Health Policy</td>
<td>- Role of the U.S. Department of Defense in global health: too much of a role or not enough?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Vertical vs horizontal approach?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Diplomacy “vs” programs/funding</td>
</tr>
<tr>
<td>11</td>
<td>International Treaties and Global Health Diplomacy</td>
<td>- Cuba: a model of health diplomacy?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Is it right and/or beneficial for health workers from poor and middle income countries to be recruited for work in developed countries?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Is a Framework Convention on Global Health a good idea?</td>
</tr>
<tr>
<td>12</td>
<td>Disease Eradication and Elimination</td>
<td>- Cost effectiveness of eradication vs. control</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Vaccine refusals</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Challenges and approaches for vaccination programs in fragile and conflict-affected states</td>
</tr>
</tbody>
</table>
READING LISTS BY CLASS SESSION

1. Course Introduction: What is Global Health? What is Global Health Policy?

This class session introduces the key themes and concepts for the course, and presents a history of how concepts and practices in global health have developed from the colonial period to today. The session will also be used to review the syllabus, readings, grading, expectations, and other aspects of the course.

Required Readings


Supplementary Readings/Sources


This class session introduces students to the prevailing “frames” through which global health is typically viewed and pursued, which include: economics, development, security, and human rights. The implications for the study and practice of global health deriving from each of these frames will be discussed.

Required Readings


Supplementary Readings/Sources


Ooms G (2011). Global Health: What it has been so far, what it should be, and what it could become. Institute of Tropical Medicine, Antwerp Working Paper #2, June 2011. READ INTRO, SECTION 1 AND SECTION 2 (pp. 1 - 52).


3. Global Health Governance and Actors

The global health field is populated by many different types of actors, from multilateral institutions, national and regional governments, private companies, local non-governmental organizations, and many others. This class session gives an overview of the landscape of global health actors, describing how they interact (or not), and discussing how the practice of global is “governed” by these various institutions and groups. The roles of key actors in global health, from the World Health Organization to the Gates Foundation, will be discussed.

Required Readings


Supplementary Readings/Sources


4. Global Health Security: Pandemics and Bioterrorism

This session reviews the history and current status of global institutions and cooperation on the prevention, detection, and response to public health events of international concern such as influenza pandemics and other emerging infectious disease outbreaks, as well as bioterrorism.

**Required Readings**


**Supplementary Readings/ Sources**

See the film *Contagion* (2011) if you haven’t already.


5. Research and Development for Global Health

It has been estimated that 90% of health research funding is historically directed toward only 10% of the global burden of disease, with the sizeable health challenges of developing countries ignored. This session reviews the institutions and practices of research and development for health, with a particular emphasis on the processes and funding for vaccines, medicines, diagnostics, and medical devices for low and middle income populations.

Required Readings


Supplementary Readings/Sources


6. International Development Assistance for Global Health: Trends and Issues

This class session provides a review of the practices and issues associated with international donor assistance for health programs in developing countries. Sources, amounts, and uses of this assistance are covered in the class, along with ongoing gaps and policy challenges.

**Required Readings**


**Supplementary Readings/Sources**


7. The Global Response to HIV/AIDS: A Game Changer

The international response to HIV/AIDS, though it took many years to gather steam, emerged forcefully in the last decade and has since that time transformed the policy and practice of global health. This class session reviews the history of the international response to AIDS, and discusses ongoing and future policy issues related to the global AIDS response.

Required Readings/Video:


Watch Archived Webcast of Hillary Clinton’s Speech on Achieving an” AIDS-Free Generation”, given at the National Institutes of Health on Tuesday, November 08, 2011 (~40 min) http://videocast.nih.gov/Summary.asp?File=16952

Supplementary Readings/Sources


8. Trade, TRIPS, and Access to Medicines

This class examines some of the barriers and issues to achieving equity in distribution and use of quality health-related products (such as vaccines and drugs) in developing countries. Issues such as access to medicines, counterfeit and sub-standard medicines, which are shaped by international agreements such as TRIPS and bilateral trade deals, are reviewed. In addition, the broader international public health implications of international free trade agreements are discussed.

Required Readings


Supplementary Readings/Sources


BITs are the last refuge of Tobacco Companies https://theconversation.edu.au/why-bilateral-investment-treaties-are-the-last-refuge-of-big-tobacco-8880
9. Family Planning and Reproductive Health

Family planning and reproductive health programs in developing countries, though cornerstones of public health that have long been supported through international health assistance, are often divisive and controversial, especially for U.S. policymakers. This session reviews the role and the importance of FP/RH efforts, highlighting important policy barriers and constraints faced by the programs even as they receive increasing attention and support from the global community.

Required Readings


Supplementary Readings/Sources


10. U.S. Global Health Policy: From PEPFAR to the Global Health Initiative and Beyond

This class will give a broad overview of the policies and practices of U.S. global health policy. U.S. support for health programs overseas has evolved and grown over time, especially with the creation of PEPFAR in 2003. Past developments will be reviewed, and ongoing and future policy challenges for the U.S. faces will be discussed.

**Required Readings**


http://www.thelancet.com/journals/lancet/article/PIIS0140-6736(12)60783-1/fulltext

http://journals.lww.com/jaids/Fulltext/2012/08153/Raising_the_Bar___PEPFAR_and_New_Paradigms_for.16.aspx


**Supplementary Readings/Sources**


http://www.amfar.org/uploadedFiles/In_the_Community/Publications/18%20Global%20Health%20rev2d.pdf?n=1838
11. International Treaties and Global Health Diplomacy

Given the growing amount of interactions between countries on global health issues, increasing attention has been placed on the uses and practice of “global health diplomacy”. This concept will be examined, and its practice examined through study of several case studies of past and ongoing international negotiations relating to health, from the Framework Convention on Tobacco Control, to potential treaties on global health in general and health care worker migration, among others.

**Required Readings**


**Supplementary Readings/Sources**


12. Challenges of Disease Eradication and Elimination: Polio and Malaria

The world’s largest ever global public health effort is the Global Polio Eradication Campaign, started in 1998 and continuing to this day. The world now stands closer than it ever has to eradicating this disease, which would be only the second infectious disease to have been successfully eradicated (after smallpox). In this class we will discuss epidemiological, scientific, policy and other aspects of this massive effort, as well as the broader considerations for pursuit of disease eradication and/or elimination.

Required Readings

Supplementary Readings/Sources


13. Future Trends in Global Health Policy and Wrap Up

This session will examine the future of global health policy, and provide a summary and conclusion for the class.

**Required Readings**


**Supplementary Readings/Sources**