This course will examine the relationship between health, wealth, and democracy. Do countries need to be wealthy and democratic to provide good health care outcomes for their population?

Understanding the relationship between regime type (democracy vs. non-democracy), wealth (development), and human development outcomes has been a central concern to political science scholars and development practitioners. While advanced industrialized democracies tend to have better health outcomes (e.g. life expectancy, infant mortality), evidence from around the world shows that neither wealth nor democracy are necessary to achieve good health. Some less developed countries have done very well in delivering health care to their citizens and some authoritarian regimes have made great strides as well.

This course will draw on the contemporary literature in political science and public health to examine the relationship between governance, economic development, and various features of health-related outcomes prioritized in the international development field. We’ll explore how political institutions and processes affect health outcomes. Our focus will be on global health priorities included in the Millennium Development Goals (MDG) and the Sustainable Development Goals (SDGs), including reducing maternal mortality, infant mortality, malaria, tuberculosis, and HIV/AIDS transmission. The readings and analysis will draw on country case studies from around the world.

Learning Outcomes:

- Explain how the practice of democracy may, or may not, contribute to improved health outcomes.
- Explain the relationship between health and development.
- Identify key actors and institutions (local, national and international) that seek to influence health outcomes, particularly for the developing world.
• Analyze how different countries around the world have developed their health care systems as well their effects on particular health care needs.
• Explain the global health agenda, including surrounding norms and global framework.

Required Reading:
All assigned readings are required. Two required books are available for purchase via http://bookstore.uwm.edu/CourseMaterials.aspx. All other readings are available on the course’s D2L site.

Books for Purchase


ALSO Required
Computer Access:
As this course is conducted completely online, you should ensure that you have RELIABLE ACCESS to the D2L course website. That means you will need regular access to a computer with reliable high-speed Internet connection. Phone dial-up is not sufficient to meet the demands of downloading and uploading assignments and taking secure exams. If you do not have a computer with high-speed Internet connection at home, please plan accordingly. For instance, plan to use one of the computer labs on the UWM Campus. It is the student’s responsibility to make sure you have the computing support necessary to complete this course. ** Note: Technical difficulties with online access will not constitute a reasonable excuse for the late submission of assignments. ** Of course, if you have any difficulty with the course website or any questions regarding the performance of D2L, contact the University’s Help Desk at 414-229-4040. You can also try and troubleshoot on your own at: http://www.uwm.edu/IMT/STS/helpdesk/faq/

All communication for this course will take place via D2L and UWM e-mail. Students are responsible for checking email on a regular basis. If you do not check your UWM email regularly, please forward your email to an address that you check regularly.

This course also requires that you have access to basic word processing software, such as Microsoft Office. You will need to be able to access Word documents, PDF files (Acrobat or Preview), excel files, and PowerPoint slides.

General Class Conduct:
This class is conducted entirely online. I expect all students to display a professional tone in all interactions, including online postings on the course website. That means that students are free to exchanges ideas and express differences of opinion. In fact, I expect there to be lively differences of opinion on the course material! However, communication should always be courteous, respectful, and thoughtfully written. As such, personal attacks on other students’ points of view will not be tolerated. Failure to follow professional standards of conduct will result in a significant deduction of points on relevant assignments.
Class Structure:
This course is taught entirely online via DesiretoLearn (D2L). There are no face-to-face meetings. This class is structured with weekly modules. For our purposes, a week starts on Monday at 12:00am and ends on Sunday at 11:59pm. My weekly framing notes (a.k.a. lecture notes) will be posted on Monday by 12pm. Each module is designed so that you read and think during the first half of the week, and write/respond in the second half of the week.

All assignments are due as specified on the syllabus below. While I know some of you may prefer a more flexible online course structure where you can keep your own pace, this course is structured differently. Specifically, the flow of this course is designed to: 1) facilitate ongoing dialog among classmates; and 2) ensure that you have clear deadlines to stay on top of the material and meet the course requirements. Also note: the official time zone for our purposes is Central Time (used here in Milwaukee, WI).

Communication with the instructor:
The best way to reach me is via my UWM email. I check my email regularly during the workweek and I generally reply to e-mails within 24-48 hours. Note: I may be a bit slower to reply during the weekends. All to say, please do not wait to the last minute to ask questions! Let me know early if you have questions about the material or have difficulty accessing any of the readings. ** Be sure to put “POLSCI 374” in the subject of your email, so that I can prioritize replies to students in the class. **

I am also available for via office hours for individual consultations. If you cannot meet in person, we can set up a phone meeting. Please email me to set up an appointment.

Expectations with Online Learning:
Online classes are very demanding. To be successful, you’ll need to be self-motivated and very organized. You will need to keep up with the readings and adhere to the course schedule. Read the syllabus VERY CAREFULLY so that you know what is expected of you. It can be very tempting to put off readings until the last minute since we do not meet face-to-face. But doing so will endanger your ability to successfully complete the course. The course is structured so that you have ongoing opportunities to read, think, and write. Keep up with the class reading, take good notes, and you’ll be in good shape at the end of semester.

As the instructor, I will assist you in achieving the course’s learning goals. In addition to presenting the class with information needed to analyze the topics in this course, I will do my best to keep you motivated, make the course clear and organized, and help you stay on task. As I would like to encourage lively discussion and avoid stifling the class dialogue, I will not post excessively on the boards. Rather, I will respond occasionally and will likely do so after the window to post has closed. So please do check back on the discussion threads.

Expectations on Course Involvement:
Be involved! I assume you are taking this course because you are interested in this topic and not just because it contributes the major or fits your schedule. You will have ample opportunity throughout
the semester to share your interests and ideas. I also expect that you will keep up with readings prior to submission of your regular discussion post. The amount of reading varies with each topic and article; some readings require in-depth study, while others can be read quickly. A general rule-of-thumb with UWM courses is that you’ll spend 3 hours outside of “class” per credit. Since this class is conducted entirely online, your time will be distributed differently. You’ll spend more time reading, writing discussion posts, and responding to classmates. You will also spend time taking notes on readings, exploring online resources, and preparing for exams. Participation in D2L discussions is a class requirement and counts toward your final grade.

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<thead>
<tr>
<th>Anticipated Time Allocation (total hours/semester)</th>
<th>Undergrad</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time spent online reading lecture and other material</td>
<td>70</td>
</tr>
<tr>
<td>Time spent on reflection posts</td>
<td>35</td>
</tr>
<tr>
<td>Time spent research &amp; writing ‘Research Analyses”</td>
<td>30</td>
</tr>
<tr>
<td>Time spend studying and taking exams</td>
<td>13</td>
</tr>
<tr>
<td>Total Hours</td>
<td>148</td>
</tr>
</tbody>
</table>

**Academic Misconduct**

The course requires professional conduct and submission of your own work. To maintain academic integrity, anyone found guilty of cheating or plagiarism will automatically receive a grade of “F” for the course. The instructor will also report academic misconduct to the University, resulting a full review and severe penalties. Be sure you understand what plagiarism means and how to avoid it. For instance, you cannot “cut and paste” text from any source (e.g. book, classmates’ shared notes, instructor’s lecture notes, newspapers, websites, or discussion-board posts) without proper attribution. This applies for all assignments, whether take-home essays, discussion posts, or exams.

Be sure you know when and how to reference your sources. For more information on plagiarism, see: http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml, http://owl.english.purdue.edu/owl/resource/589/01/ and http://guides.library.uwm.edu/content.php?pid=217260&sid=1806375. For information on UWM’s policies on plagiarism, see: http://www4.uwm.edu/acad_aff/policy/academicmisconduct.cfm

**Dropping the Course and Incompletes**

Be sure you know the university deadlines for dropping courses (see the UWM Calendar for details). Incompletes are only given under extenuating circumstances (e.g. serious illness or injury, family emergency, etc.). Students must provide proper documentation and communicate with the instructor as soon as possible.
Student Accommodations

If you require disability accommodations to meet any portion of the requirements for this course, please contact the instructor as soon as possible. Students should also contact the Student Accessibility Center (SAC) to meet with a counselor on campus, tel. (414) 229-6287. Students with course conflicts due to religious observances must notify the instructor in advance.

Submission of Late Material

Per the instructions elsewhere on this syllabus, late submission of discussion or reaction posts will not be accepted.

Other UWM Policies and Procedures

There are a number of other policies and procedures governing courses at UWM, including guidelines on religious observances, sexual harassment, and incompletes due to calls for active duty military. For further details, see: http://www4.uwm.edu/secu/SyllabusLinks.pdf

Course Requirements & Grading:

Assigned Reading and Framing Notes:

In addition to the required course reading, you will have access to framing notes for each week. These notes are designed to guide your reading and help you think about the material. Framing notes will be available on Mondays by 12pm.

Regular Reflection/Discussion Posts:

A major component of this course involves weekly reflection posts. You will find the weekly prompt in the “Reflections” tab section of the D2L course page. Each student will be required to post one (1) post each week.

Posts should thoughtfully engage the course readings and the question(s) posed. In other words, posts should be well thought out, answer the question, and written in academic prose. Think of these as short essays where you will want to display good academic writing and analysis. Full answers will typically require two or three paragraphs (approximately 500 words in length), written in full sentences, with proper citations (see above on plagiarism). They should also be free of grammatical and spelling errors. Posts should not be organized with bullet points or numbered lists. Also, avoid usage of online slang, “jargon,” abbreviations, or emoticons. I strongly recommend that you use word processing software to write your posts (and responses) and then copy and paste your remarks into D2L. Do not post your response as an attachment.

These weekly posts will be graded on a 15-point scale, focusing on four main criteria: content, quality of writing, critical thinking, and adherence to instructions on this syllabus. A grading rubric detailing each of these criteria and corresponding points is available on the D2L course website, in the Content section under “rubrics.”

Please consult the calendar and syllabus for the due dates. Only one post per week (the first) will be
graded if more than one is submitted. Late submissions, even by a minute, will not be accepted. Late entries, or failure to submit a post, will be graded “zero.”

Response Posts to other students:
At least twice this semester, you will also respond to another student’s reflection post. Your response should engage the content of your peer’s post in a clear way. For instance, your reaction post can elaborate or critique your colleague’s argument by drawing on the course material. Please note that positive critiques are welcome. For full credit, response posts should meaningfully and seriously engage your peer’s comments. The same principles of regular posts apply; the responses should be well thought out and clearly written. These posts may however, be shorter (~200-300 words).

So long as the posts comply with the standards stated above and follow a professional tone, I welcome students to post as many reaction posts as they would like throughout the semester. However, for grading purposes, I will only grade two reaction posts. If you would like me to grade your reaction post, please write: “I submit this reaction post to be graded” in the first line of the text (not the subject heading) in your reaction post.

If by the end of the semester, you do not indicate which reaction posts you would like graded, I will grade the first two reaction posts you submitted (across different weeks). If you submit more than one reaction post for a given week and do not indicate which reaction post you want graded, I will grade your first post.

Two Research Analyses (2 essays, 5 pages each):
There are two research analyses for this course; each one will require some independent research. The first analysis will address Part I of the course materials and will focus on a thematic/theoretical debate on global health norms, actors, and goals. The second analysis will address a health problem for a country of your choice. Students may write about an issue addressed in the course or select another public health challenge that is not covered (e.g. dengue, cholera, reproductive health, transnational surrogacy, etc.) I will distribute instructions for each assignment separately.

Exams:
There are two limited-time exams – 90 minutes – for this course. Each exam will draw on the course material for this class – readings, framing notes, and discussion forums. Exams will include multiple-choice questions and short answer questions.

The first exam will be available online beginning March 16th at 8:00am and must be completed by March 17th at 11:59pm. You may determine when you’d like to take the exam during this window. The exam needs to be completed in one sitting, thus I strongly encourage you to find a time where you can sit uninterrupted for the full 90 minutes.

The second exam will be available online beginning May 10th at 8:00am and must be completed by May 11th at 11:59pm. This exam is non-cumulative in nature, thus is will cover the material since the last exam. The same format and rules will apply.
Exam Logistics: The exams will be administered through the D2L website in a timed setting. Once you start the exam you must complete it; you will not be allowed to start an exam and then return to it later. It is your responsibility to make sure you have a secure Internet connection and proper test-taking environment before you start your exam. In other words, please be sure you pick a quiet place where you can concentrate. (The lab in the Student Union would not be a good choice, for example). I design these exams so that you do NOT have time to consult your notes or books. Thus, I strongly encourage you to think of these tests as closed book exams and suggest you prepare accordingly. The instructor reserves the right to curve exam grades, if necessary.

Scavenger Hunt Exercise:
The scavenger hunt is designed to orient you to the class, the D2L website, and course. To complete the exercise, you’ll perform the tasks that will be necessary to successfully complete the semester. For example, you’ll need to: 1) email the instructor indicating that you’ve started the assignment; 2) look on the “content” section of the D2L website to find the scavenger hunt form; 3) take a quiz that is based on the content of this syllabus; 4) introduce yourself in the discussion forum; and 5) upload the scavenger hunt form to the course D2L dropbox. The scavenger hunt will be graded on a credit/no credit basis and is worth “1” bonus point. I strongly encourage you to complete the scavenger hunt. Students adding the course late have 24 hours to submit introductions and complete the scavenger hunt exercise for a grade.

Grading concerns:
Grades for course assignments will be posted in D2L throughout the semester. If you have any questions regarding your grades, please contact the instructor within five days of receiving the grade.

Grades:
Scavenger Hunt: 1% (Bonus)
Exam 1: 25%
Exam 2: 25%
Research Analysis 1 (PART I - Theme): 15%
Research Analysis 2 (PART II – Country): 15%
Discussion Posts: 20%

Point-Scale:

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Version: 1/20/2017
Important Due Dates:

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</tr>
<tr>
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<td>Exam #2 Window</td>
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PART I

Week 1 (1/23): Democracy and Health


** Scavenger Hunt due January 28th **

Week 2 (1/30): Economics and Health: Effects of Development and Wealth on Health (and visa versa)


Suggested:


Week 3 (2/6): Health Trends: Facts and Figures


Review the WHO Data Dashboards:

http://apps.who.int/gho/data/node.sdg.tp-1?lang=en
**Week 4 (2/13): Comparative Health Care Systems – Colonial Legacies**


**Week 5 (2/20): Comparative Health Care Systems - Models of government and market-based provisioning of health care and health insurance (cost and efficacy).**


**Watch:**
http://www.pbs.org/wgbh/frontline/film/sickaroundtheworld/

**PART II: Domestic, International and Global Processes: Actors & Institutions**

**Week 6: (2/27) Transnational Health Actors**


**Recommended:**

**Analysis #1 Due Sunday, March 5th**
**Week 7 (3/6): Setting a Global Health Agenda**


**Week 8 (3/13)**

***EXAM 1: March 16-17***

**Part III: Comparative Country Experiences**

**Week 9: SPRING BREAK (3/19-3/26)**

**Week 10 (3/27): Primary Health Care**


**Week 11 (4/3): Cuba’s health care model: Community-led care in Honduras, the Family Health Model in Brazil.**


Watch:

Geglia, Beth and Jesse Freeston. 2013. *Medicina Revolucionaria* (Community Medicine). English. DVD.


Week 13 (4/17): Under-five Mortality – Low-cost strategies to reduce infant mortality, challenges locally and globally.


Supplemental:


Week 14 (4/24): The Politics of HIV/AIDS Policy– Setting the agenda and the developing world’s response to pharmaceutical patents)


** Analysis #2 Due Sunday, April 30th **

Week 15 (5/1): Global Epidemics & Coordination Problems – Malaria, Ebola, and the Zika Virus


Watch these programs:
http://www.paho.org/hq/index.php?option=com_content&id=11585&Itemid=41688

Week 16 (5/8)

***Exam 2: May 10-11, 2017***