Countries in the developing world are facing a number of health and population related challenges, including controlling population growth, enhancing the reproductive health of women and men, combating the AIDS pandemic, stopping the spread of infectious diseases, reducing the incidence of maternal death in childbirth, gaining access to patent-protected pharmaceuticals, and reforming national health systems. This course will examine these and other issues with an emphasis on how you as an actor in the health and population sector can intervene to improve health conditions for the poor.

The course is neither pure theory nor pure management. Rather, it integrates the two. It is divided into four sections. In the first part of the course we will explore a set of critical issues in population and reproductive health policy, including theories of fertility transition, the population control paradigm and the reproductive health challenge to that paradigm, and female circumcision. We will then move on to a set of issues in health governance, including theories on mortality and morbidity transition, major global health actors and their roles, and the reform of national health systems. In the third part of the course we will consider a set of health policy challenges that concern the poor in developing countries: fighting AIDS, reducing levels of maternal death in childbirth, and ensuring access to essential drugs. In the fourth and final part of the course, you will present and participate in a public symposium, engage a topic selected by the class, and participate in a session that synthesizes material from throughout the course.

By the end of the course you will have:

- Been exposed to a set of critical population and health issues being faced by developing countries, and be able to assess policy options with respect to these issues.
- Considered a set of management challenges at local, national and transnational levels with respect to these critical issues.
- Through research and presentations, developed detailed understanding of the one issue that is of greatest interest to you.
Course Requirements, Grading and Readings

Requirements

There are three requirements for this course.

1. Class participation and attendance

This class is heavily participatory. There will be instructor presentations, but learning takes place primarily through active engagement with material rather than through passive listening. For this reason, your presence and active participation will be expected at all fourteen sessions. I will expect you to show up on time as I will begin each session at 3:45.

Also, because I wish to reward those who make a strong contribution to the quality of the learning environment in the course, class attendance and participation will be a large component (33%) of the grade. I expect your participation will reflect your careful reading and consideration of each week’s works on the syllabus. By participation I mean not only active involvement in discussion, but also careful listening, consideration and respect for the opinions of members of the class.

To attain a grade of 'A' on class participation, you must attend all fourteen sessions in their entirety (including symposium requirements – please see below), and consistently be a central contributor to the discussions, exercises and case analyses, demonstrating in your comments a careful consideration of the readings. Missing one or more sessions, being disengaged in class, or coming to class late or without having done the readings will adversely affect your participation grade. (Medical and family emergencies, of course, do not count as an absence from a class session. Please let me know if such an emergency occurs so I will not count it as an absence).

Throughout the course we will be using the case method to analyze issues. You should read the attachment to this syllabus concerning the case method, which is an approach in which we jointly discuss issues raised by a case in order to uncover deeper management principles. The philosophy of this technique is that individuals learn best when they grapple with actual material to uncover lessons themselves, rather than when the instructor feeds them information and they listen passively. It is imperative that you read cases carefully before class and think through their significance. In that way you will be much better able to participate in the analysis we do during class.

2. Preparation and presentation of a policy and program analysis piece

Paper

In this piece you will be expected to choose a country and a health or population policy issue of interest (such as health sector reform in Mozambique; AIDS policy in Thailand; reproductive health policy in Brazil and so forth). Or you may choose a health and population policy issue of global or regional concern, such as the impact of regional tuberculosis strategies on national policies in Sub-Saharan Africa. You will then analyze in detail the policies and programs that exist, assess their impact, offer recommendations to improve their efficacy, and provide lessons for other countries/situations. The paper must be a new project for you. It cannot be a modification of a piece you have written for work, a prior course or a concurrent course.

The paper must be 13 to 15 pages long, excluding footnotes and bibliography. It should be double-spaced, using 1.25 inch margins and 12-point font. It is due by 12:00 PM noon latest on Monday, March 28th.
I will comment extensively on your paper, and you may write a second draft if you wish. If you write only one draft it will count for 33% of your course grade. If you write a second draft, the grade on the first draft will count for 13% of your course grade, and the grade on the second draft will count for 20% of your course grade (i.e. the grade on the second draft does not completely replace the grade on the first). The second draft should also be double-spaced, using 1.25 inch margins and 12-point font; however, in order to incorporate feedback, it may be 18 to 20 pages long. It is due by 5:00 PM latest on Monday, May 2nd.

Symposium

You will present your analysis piece on April 18th, 19th or 20th during a symposium on development and social transformation to be held jointly with my other class and Professor Larry Schroeder’s. This will be a formal symposium, where we divide into panels according to related themes. There will be considerable interaction between panel members and the audience. The conference will be open to the public. It will run in both the mornings and afternoons of all days.

You are strongly encouraged to attend all panels on all days, except for those times when you have a class conflict. In order to meet the minimum class participation requirements for the course, you must attend at least six panels (your own counts as one) over the three days. These average an hour a piece. Attending more panels will influence your class participation grade positively. As the symposium attendance requirements correspond to approximately two sessions (six hours) in terms of class time, I will not hold regular classes the weeks of March 28 and of April 18 (the week of the symposium). Exceptions to symposium attendance requirements will be granted only if your class schedule is such that you cannot meet these requirements without missing sessions of your other classes. Students in past sections of this course have found the symposium to be a particularly enjoyable and valuable educational experience.

You can find a website for the symposium at: http://www.maxwell.syr.edu/moynihan/programs/dev/ sym/index.html.

In order to help you enhance your presentation skills and prepare for the symposium, you will be encouraged to participate in presentation enhancement groups. These will be groups of three to five people that will meet once. In these groups each person will practice his or her presentation, and immediately thereafter receive feedback from all other members of the group. While participation in these groups is voluntary, I strongly encourage you to do so, and will consider this favorably when I calculate class participation grades. In order to get credit for this, after the meeting, each person in the group should send a one page e-mail memo to their entire group, copying myself, noting (1) the main criticisms that you received concerning your presentation and (2) the modifications you will make to enhance its quality. These notes, if you choose to participate in a group, are due by Sunday, April 17th at midnight.

Shortly into the course I will distribute a handout giving more specific instructions concerning expectations for this piece, for your presentation, for the presentation enhancement groups and for the symposium.

In 2004 a publication was established, The Journal of Development and Social Transformation, that publishes the best papers from the symposia held during the prior calendar year. If your paper is particularly strong, you will be invited to have it considered for publication, enabling a large audience of scholars and practitioners to access it. Selection does not guarantee publication. Rather, your paper will be submitted for external peer review. If it passes this review, you will be invited to make revisions so that your article may be considered for inclusion in the journal. Only those people who choose to do second drafts of their course papers will be considered for the journal.

3. Take-home final

There will be a take-home final. This will facilitate your synthesis of the material we have covered in the course. It will consist of a choice of three of four essay questions concerning material from throughout the class, and will draw heavily from the readings and class discussions. The exam will be open book: you will
be allowed to consult the readings and your notes in order to answer the questions. I will provide additional details about the final later in the semester.

**Grading**

Class attendance and participation of which: 33%
- Attendance and participation in class sessions 22%
- Attendance and participation in symposium 11%

Policy and program analysis piece: 33%

Final exam: 34%

Total 100%

Papers will be penalized a half grade for each day they are late (i.e. – one day late from A- to B+; two days late from A- to B; three days late from A- to B-). Medical and family emergencies will be exempted from penalties, of course, but not emergencies caused by poor planning.

**Readings**

All course readings are in a coursepack that can be purchased at the Campus Copy Center in Marshall Square Mall.
Course Sessions

Session 1: Jan 19  Introduction

No readings

Part I: Population and Reproductive Health Policy

Session 2: Jan 26  Theories of fertility change

Readings:


Session 3: Feb 2  The reproductive health challenge to the population control paradigm

Readings:

(If you already read this article for my course on policy and administration in developing countries, please review it briefly to remind yourself of its core arguments).

Margaret Hempel. “Reproductive health and rights: origins of and challenges to the ICPD agenda,” pp. 73-83.


Prepare case:

Session 4: Feb 9

Female circumcision

Readings:


Stephanie Lundquist. 2004. “Transnational Mobilization against Female Circumcision,” pp. 23-28. (This article was written originally for this class and subsequently published in the Journal of Development and Social Transformation).


Part II: Health Governance

Session 5: Feb 16

Theories of mortality and morbidity change

Readings:


Session 6: Feb 23

Global health governance

Readings:


Kelley Lee. 1998. “Shaping the future of global health cooperation: where can we go from here?”


Millennium Development Goals. 2000, pp. 1-5.
Session 7: Mar 2  National health sector performance and reform

Readings:


Prepare case:


Part III: Health Policy Challenges

Session 8: Mar 9  Lowering maternal mortality and morbidity

Readings:


→ Mar 16th, Wednesday: No class. Have a nice spring break!

Session 9: Mar 23  Fighting AIDS: political and social strategies

Readings:


Prepare case: 7

→ **Mar 28th, Monday**: Analysis piece due by 12:00 PM noon at the latest.
→ **Mar 30th, Wednesday**: No class. Time to work on symposium presentations.

Session 10: Apr 6

**Getting essential drugs to the poor**

Readings


Prepare case:


**Part IV: Concluding Sessions**

Session 11: Apr 13

**Student-selected theme**

Readings:

TBA (two to four articles. Total of 50 to 70 pages of reading)

→ **Apr 17th, Sunday**: If you choose to participate in a presentation enhancement group, notes are due by midnight for class participation credit.

Sessions 12 and 13: Apr 18,19,20

**Symposium**

No class readings.

Symposium will be held on Monday April 18th, Tuesday April 19th and Wednesday April 20th. You are strongly encouraged to attend all panels, except for times when you have a class conflict. You **must** attend at least six panels (including your own) to meet minimum class participation requirements. Attending more panels will positively affect your class participation grade.

→ **Apr 20th**: No class.
Wrap-up session

→ **May 2nd, Monday:** If you are doing a second draft of your paper, it is due by 5:00 PM on this day.

→ **May 5th, Thursday:** Pick up take-home final after 9:00 AM. They are due by Monday, May 9th at 5:00 PM. Late finals will be subject to significant penalties.