

**Department of Public Administration
Maxwell School of Citizenship and Public Affairs
Syracuse University**

**PPA 730: Health and Population Policy in Developing Countries
Spring 2008**

Thursdays 3:30-6:15

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Course Subject

Countries in the developing world face numerous 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, setting health priorities equitably, and strengthening 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 introductory part of the course we will explore two critical issues concerning health in developing countries: the complex determinants of health outcomes, and the ethical bases for promoting health. We will then move on to a set of health and population problems that have particular impact upon the poor: family planning and fertility, reproductive health, HIV/AIDS, maternal mortality and morbidity, and female circumcision. These problems are all linked by a concern with reproductive health, which will enable us to draw connections and develop themes across sessions. In the third part of the course we will consider some of the fundamental difficulties in health governance and policy: governing global health, setting health priorities and strengthening health systems. 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 health and population problems that developing countries face, and be able to assess policy options with respect to these problems.
- Considered a set of management challenges at local, national and global 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 3:30.

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, 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 malaria 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 5:00 PM latest on Friday, March 21st.

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, April 28th.

Symposium

You will present your analysis piece on April 7th, 8th, 9th, 10th or 11th during a symposium on development and social transformation to be held jointly with six other classes in the Maxwell School. 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 five 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 on March 20th and April 10th (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 Saturday, April 5th 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 academic year. If the paper you present for the symposium 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. All students in Maxwell courses will be eligible to submit articles for consideration; however a portion of the article slots will be reserved exclusively for the best papers from the symposium. Only those people who choose to do second drafts of their course papers will be considered for these reserved slots.

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:	<u>34%</u>
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

With the exception of one case that is copyrighted, course readings are in a coursepack that can be purchased at the Campus Copy Center in Marshall Square Mall. I suggest you purchase and download the case at the same time you get the coursepack to ensure that you have it in hand by the time we read it for the course.

The case that must be purchased online is:

- Nicole Szlezak. 2006. “Confronting HIV/AIDS in Pingxiang, China (part A).” (There is also a Part B, but you should only purchase Part A).

To acquire this:

Go to <http://www.ksgcase.harvard.edu>. In the quick search box type in the first few words of the title and click on ‘go.’ Then click on the title. At the side you will be able either to purchase a download at \$2.75 or hard copy at \$3.25. Make sure you select for the academic rather than the corporate price.

Course Sessions

Part I: Introductory Sessions

Session 1: Jan 17

Introductory session

No readings

Session 2: Jan 24

Health equity and outcomes

Readings:

Dean T. Jamison. 2006. "Investing in health," pp. 3-7, 9-13, 15-16, 22-28.

Michael Marmot. 2007. "Achieving health equity: from root causes to fair outcomes," pp. 1153-1161.

Jennifer Prah Ruger. 2004. "Health and social justice," pp. 1075-1080.

Marc J. Roberts et al. 2004. "Judging health-sector performance: ethical theory," pp. 40-58.

Prepare case:

Eric Bratton. 2006. "The right to be human: the dilemmas of rights-based programming at CARE-Bangladesh," pp. 1-19.

Part II: Health Problems

Session 3: Jan 31

Family planning programs and fertility

Readings:

Susan Greenhalgh. 1995. "Anthropology theorizes reproduction: Integrating practice, political economic and feminist perspectives," pp. 3-12.

Ronald Freedman and Deborah Freedman. 1992. "The role of family planning programmes as a fertility determinant," pp. 10-25.

John Cleland et al. 2006. "Family planning: the unfinished agenda," pp. 1810-1824.

Ann K. Blanc and Amy O. Tsui. 2005. "The dilemma of past success: insiders' views on the future of the international family planning movement," pp. 263-275.

Session 4: Feb 7

Population control and the reproductive health challenge

Readings:

J. Kenneth Smail. 1997. "Beyond population stabilization: the case for dramatically reducing global human numbers," pp. 269-277.

Margaret Hempel. 1994. "Reproductive health and rights: origins of and challenges to the ICPD agenda," pp. 73-83.

Anna Glasier et al. 2006. "Sexual and reproductive health: a matter of life and death," pp. 1595-1605.

Linda Tawfik and Susan Cott Watkins. 2006. "Sex in Geneva, sex in Lilongwe, and sex in Balaka," pp. 1090-1099.

Prepare case:

"Exercise on designing a family planning program"

Session 5: Feb 14

HIV/AIDS

Readings:

UNAIDS. 2006. 2006 report on the global AIDS epidemic: executive summary, pp. 3-24.

Stefano Bertozzi et al. 2006. "HIV/AIDS prevention and treatment," pp. 331-361.

Zunyou Wu et al. 2007. "Evolution of China's response to HIV/AIDS," pp. 679-688.

Prepare case:

Nicole Szlezak. 2006. "Confronting HIV/AIDS in Pingxiang, China (part A)," pp. 1-7.

(Not in coursepack. See instructions on page 4 of syllabus on how to acquire. You need to purchase only part A, not part B).

Session 6: Feb 21

Maternal mortality and morbidity

Readings:

Carine Ronsmans et al. 2006. "Maternal mortality: who, when, where, and why," pp. 1189-1198.

Anthony Costello et al. 2006. "An alternative strategy to reduce maternal mortality," pp. 10-12.

Carla AbouZahr. 2001. "Cautious champions: international agency efforts to get safe motherhood onto the agenda," pp. 384-408.

Jeremy Shiffman and Ana Lucía Garcés del Valle. 2006. "Political history and disparities in safe motherhood between Guatemala and Honduras," pp. 53-75.

Session 7: Feb 28

Female circumcision

Readings:

Robert A. Hahn. 1999. "Anthropology in public health," pp. 6-9.

Louis P. Pojman. 2000. "The case for moral objectivism," pp. 642-646.

Frances A. Althaus. 1997. "Female circumcision: rite of passage or violation of rights?" pp. 130-133.

Fran P. Hosken. 1993. "Genital and sexual mutilation of females," pp. 1-4.

Fuumbai Ahmadu. 2000. "Rites and wrongs: an insider/outsider reflects on power and excision," pp. 283-310.

Part III: Governance and Policy Issues

Session 8: Mar 6

Governing global health

Readings:

David E. Bloom. 2007. "Governing global health," pp. 31-35.

Sandy Cairncross et al. 1997. "Vertical health programmes," pp. 20-21.

Gill Walt. 2001. "Global cooperation in international public health," pp. 667-697.

Kelley Lee. 1998. "Shaping the future of global health cooperation: where can we go from here?" pp. 899-902.

Dean T. Jamison et al. 1998. "International collective action in health: objectives, functions and rationale," pp. 514-517.

Lancet. 2006. "WHO's Director-General candidates respond," pp. 1225-1228.

Lancet. 2007. "Margaret Chan's vision for WHO," pp. 1915-1916.

→ *Mar 13th, Thursday: No class – Spring Break.*

→ *Mar 20th, Thursday: No class. Time to finish paper and work on symposium presentation.*

→ *Mar 21st, Friday: Analysis piece due by 5:00 PM at the latest.*

Session 9: Mar 27

Setting health priorities

Readings:

Alan D. Lopez et al. 2006. "Global and regional burden of disease and risk factors, 2001," pp. 1747-1757.

Alan Williams. 1999. "Calculating the global burden of disease: time for a strategic reappraisal?" pp. 1-8.

Eduardo Gonzalez-Pier et al. 2006. "Priority setting for health interventions in Mexico's system of social protection for health," pp. 1608-1617.

Jeremy Shiffman and Stephanie Smith. 2007. "Generation of political priority for global health initiatives: a framework and case study of maternal mortality," pp. 1370-1378.

Session 10: Apr 3

Strengthening health systems

Readings:

Norman Hearst and Erik Blas. 2001. "Learning from experience: research on health sector reform in the developing world," pp. 1-3.

World Bank. 1993. *World Development Report 1993: investing in health*, pp. 1-16.

World Health Organization. 2000. *World Health Report 2000 - Chapter 2: How well do health systems perform?* pp. 23-46.

Julio Frenk et al. 2006. "Comprehensive reform to improve health system performance in Mexico," pp. 1524-1533.

→ *Apr 5th, Saturday: If you choose to participate in a presentation enhancement group, notes are due by midnight for class participation credit.*

Part IV: Concluding Sessions

Sessions 11 and 12:
Apr 7,8,9,10,11

Symposium

No class readings.

Symposium will be held on Monday April 7th, Tuesday April 8th, Wednesday April 9th, Thursday April 10th and Friday April 11th. 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.

Session 13: Apr 17

Student-selected theme

Readings:

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

Session 14: Apr 24

Wrap-up session

- *Apr 28th, Monday: If you are doing a second draft of your paper, it is due by 5:00 PM on this day.*
- *May 1st, Thursday: Pick up take-home final after 9:00AM. They are due by Monday, May 5th at 5:00 PM. Late finals will be subject to significant penalties.*