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SCHOOL ADDRESS / OFFICE LOCATION: Tarbutton Hall 304

BRIEF COURSE DESCRIPTION: This course is designed to help students, as future public health practitioners, understand and anticipate the ways in which politics – defined as interests, power, and institutions – affect public health interventions. This is thus a course on “applied” politics, not one on environmental justice or the broader political determinants of health outcomes. The course is structured around key stages in the policy process: agenda setting, policy formulation and adoption, implementation and evaluation. Using cases drawn from a range of countries, supplemented by several guest speakers, the course will explore specific kinds of institutional and political bottlenecks, potential solutions, and generalizability of lessons learned from specific cases.

Rollins Competencies
• Assess the impact of context-specific political factors on the nature and outcomes of public health interventions

EH Competencies
• Explain major policy issues in Environmental Health as they emerge and are addressed in diverse socio-political contexts

LIST LEARNING OBJECTIVES ASSOCIATED WITH THE COMPETENCIES

By the end of the semester, students should be able to:
• 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 (25%). This course is a seminar. Active participation of all students is essential and attendance is mandatory. Absences must be cleared with the instructors in advance. In the interest of ensuring good discussion, please do not use laptops or tablets in the class. Either bring copies of your readings or your notes.

Discussion leaders for guest speakers (10%). Two-three students will sign up to lead the discussion with guest speakers. Drawing on the assigned readings, the discussion leaders will take 5-10 minutes to comment on the speaker’s presentation and then lead off the Q/A with 2-3 questions.

Discussion Questions (15%). For each class session beginning with the second class, students are required to email to the instructor at least three questions based on the readings for that session. Note: these are to be emailed by 5pm on Monday before the Tuesday class. Late submissions will be penalized for each hour past 5pm.

Applied summary memos (50%). Students will prepare three (three-four page) memos summarizing key lessons drawn from the first three policy stages (agenda setting, formulation, implementation) as they relate to a particular policy area (based on the student’s interest / expertise). A final project to be turned in at the end of the semester will take the form of a (five-page) “concept note” suitable for submission for a small grant to fund initial research on the student’s issue. The note, which synthesize previous memos and draws on a limited amount of outside materials, will address 1) the problem and its background, 2) the proposed research questions, and 3) the proposed research/evaluation method(s). The note is to highlight the impact of political factors as discussed during the semester. Further guidance will be provided in-class.

ACADEMIC HONOR CODE

The RSPH requires that all material submitted by a student in fulfilling his or her academic course of study must be the original work of the student.
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<tr>
<th>Date</th>
<th>Theme</th>
<th>Topics and Cases</th>
<th>Guest</th>
<th>Reading (subject to change; * ECAS students)</th>
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<td>February 15</td>
<td>1st Summary Memo Due</td>
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<td>7. Feb 26</td>
<td>Interests and institutions</td>
<td>Smoking in China</td>
<td>Bump / Reich. “Pol econ analysis for tobacco” Li. Political Mapping for China’s Tobacco…” *Howlett et al., Chs 5, 6.</td>
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<td>9. March 12</td>
<td>Spring Break</td>
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| 10. March 19 | Policy Formulation and Adoption (cont’d) | Democracy and public health  
Family planning  
Indonesia  
Nat’l health insurance in W. Africa | Warwick  
Reich  
Ross  
*Keefer. “Does democracy help?” | “Indonesian Family Planning”  
“Adopting National Health Insurance”  
“Is Democracy Good for the Poor?” |
| 11. March 26 | Implementation across policies  
Climate change and vector-borne diseases | Kitron  
Nelson 1999  
Du Clos et al 2015  
Filmer et al 2000  
* ritchett and Woolcock. “When the Solution..” | Kitron                                      | Nelson 1999  
Du Clos et al 2015  
Filmer et al 2000  
* ritchett and Woolcock. “When the Solution..” |
| 12. April 2 | State capacity / “good governance”  
Epidem. Training  
Child mortality in Africa  
Road safety in Thailand | Hilmer  
Lubongo et al 2015  
CDC 2014  
Suriyawongpaisal. “Road Injuries in Thailand.”  
Schreiber. “Chasing an Epidemic”  
CDC 2014  
Suriyawongpaisal. “Road Injuries in Thailand.”  
Schreiber. “Chasing an Epidemic”  
*Croke. “The Political Economy of Child…” |
| 13. April 9 | Evaluation and Implementation  
CDC experience | Chapel  
Frieden. “Evidence for Health Decision…”  
Woolcock. “Using Case studies…” |
| 14. April 16 | Evaluation and Non-state actors (NGOs) | Clasen  
Hobbes. “Stop Trying to Save the World”  
Clasen et al. “Effectiveness of a rural…” | Clasen                                      | Hobbes. “Stop Trying to Save the World”  
Clasen et al. “Effectiveness of a rural…” |
| 15. April 23 | Evaluation Methods and Implementation Science | Haque  
Theobald et al. “Implementation Research…”  
Nielson. “Making Sense…”  
Nielson. “Making Sense…”  
Brown et al. “An Overview…” |

2nd Summary Memo Due

3rd Summary Memo Due

Concept Note Due
WEEKLY TOPICS AND READINGS

Reading List (subject to change; items marked with * are required only for Emory College students; “supplementary” items may be useful for further research)

1. Jan. 15  Introduction to Politics and Political Economy (Sanitation)

2. Jan. 22  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

* ~ Howlett et al, Studying Public Policy. Chs 3 only for RSPH students; Chs 3 and 4 (50-107)

Supplementary

4. Feb. 5  Agenda Setting 2 – Interests and Ideology (Climate change and occupational health of farmworkers; Guest: Dr. Linda McCauley, Dean, Rollins School of Nursing)

5. Feb. 12  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. Feb 19  
Policy Formulation 1 – The Impact of Interests (Health Care Reform)

Supplementary

7. Feb. 26  
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)
*~ Howlett et al., Studying Public Policy. Chs. 5, 6
8. March 5  
**Policy Formulation 3: The Impact of Ethnic/Religious/Linguistic Diversity (reproductive health; Dr. Whitney Rice, Assist. Prof. Rollins School of Public Health)**


9. March 12  
**Spring Break**

10. March 19  
**Policy Formulation 4: The Impact of Regime Type: Is Democracy Good for Public Health? (family planning in Indonesia)**


2nd Summary Memo Due March 22

11. March 26 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)

Supplementary
-Perhaps use Manne et al (see previous week reference) on obstacles to treatment of Chagas in Mexico.
- Use Skolnik table 5-8 selected healthcare interventions – which are difficult

12. April 2 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

Supplementary
~ Marcus Kurz and Andrew Schrank on “Governance,” Journal of Politics...
~ Svea Closser, Chasing Polio in Pakisan, (Vanderbilt Univ Press, 2010);

13. April 9 Monitoring and Evaluation: Case Studies and RCTs (Tom Chapel, Chief Evaluation Officer, CDC)

14. April 16 Policy Implementation 3: Non-State Actors (Rural sanitation, water privatization; (Prof. Tom Clasen, RSPH)

Supplementary
15. April 23  Evaluation Methods and Implementation Science (Sabrina Haque, RSPH)


Supplementary


May 5  Final paper due