

PLCY 401 (0102) Contemporary Issues in Public Policy

Politics of Pandemic and Outbreak Response

Spring 2018

Wednesdays 1:30-4pm, Taliaferro 1126

Professor Catherine Worsnop

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Office hours: Weds 4:15-6pm and by appointment

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Course Description

Responding to global health emergencies like the 2014 Ebola and 2016 Zika outbreaks requires coordinated international action that is often difficult to achieve. Because such outbreaks have become increasingly common, this course examines the complex policy challenges that local, national, and global actors have faced in responding to major disease outbreaks like bubonic plague, smallpox, polio, HIV/AIDS, SARS, avian influenza, H1N1, Ebola, and Zika. How have states, international organizations, and private actors responded to major outbreaks over time? How should they respond? When and why do these actors cooperate or compete with one another? The course will draw on a variety of materials to answer these and other questions to better understand the political dynamics of global health emergencies. Students may have the chance to visit the Pan American Health Organization and will also build research skills by examining archival documents from the World Health Organization and working with datasets on governments' responses to recent outbreaks.

Learning Goals

1. Describe the key actors involved in responding to disease outbreaks, the role these actors play, how they have evolved over time, and the challenges they face.
2. Identify the intersections between outbreaks and international relations/politics.
3. Explain the key political factors that influence the effectiveness of the global response to disease outbreaks.
4. Apply theories and concepts from class to current outbreaks/global health issues.
5. Communicate mastery of these themes through verbal and written assessments.

Campus Policies

It is our shared responsibility to know and abide by the University of Maryland's policies that relate to all courses, which include topics like:

- Academic integrity
- Student and instructor conduct
- Accessibility and accommodations
- Attendance and excused absences
- Copyright and intellectual property

Please visit <http://www.ugst.umd.edu/courserelatedpolicies.html> for the Office of Undergraduate Studies' full list of campus-wide policies and follow up with me if you have questions.

Course Information and Policies

Course Readings

There are no required books to purchase for this course. All course readings can be found on ELMS. **Students must have access to the assigned readings during class (either printed copies or on a laptop).** Note that I may alter the reading schedule based on the progress of the course. Students will be informed of any changes.

Course Requirements

1. Active participation in class discussions. 20%
2. Four three-page response papers. 20% (5% each)
3. In-class midterm exam. 20%
4. Leading class discussion. 15%
5. Take-home final essays. 25%

Class participation (20%)

Active course participation is critical both to student learning and success in this course and to the success of the course on the whole. Class sessions will be largely discussion-based. Students are expected to come to class having closely done the reading assigned for that day. Grades will be based on the quality of participation with the whole class, in groups, or during other activities in class. This should be an opportunity for all students to boost final grades. **Note that I reserve the right to institute reading quizzes if there is evidence that students are not doing the reading.**

WHO Archives Activity (see weekly schedule below for date). This is an example of an in-class activity that will factor into the participation grade. Outside of class, you will read a selection of archival documents collected from WHO headquarters documenting the revision of the International Health Regulations in 2005. Using these documents, you will answer a set of

questions that I will hand out about why and how the revision occurred. In class, you will break into small groups to go through the questions together, discuss the documents that you used to answer each question, and debate alternative explanations for why the revision occurred in 2005.

Response papers (20%)

Students are required to write four three page (double spaced) response papers during the course (see weekly schedule below for dates). Guidelines for the response papers will be distributed on the first day of class.

Midterm exam (20%)

The exam will be held in class and will evaluate knowledge of course readings and information covered during class sessions through the week prior to the exam (see weekly schedule below for date). More details on the format of the exam will be discussed in class.

Leading class discussion (15%)

In groups of two or three, each student is responsible for leading class discussion for one day of Part II of the course on cases of outbreak response. Students will prepare together. To lead discussion, students will lay out the chronology of the case, the role played by the state, international organizations, and other non-state actors, the key challenges facing the response, and then present 4 analytical questions for class discussion. Students will sign-up for seminar leadership on the first day of class when I will also hand out more details on the format that students should use to prepare.

Take-home final essays (25%)

I will provide four prompts from which you will choose two. For each prompt, you will write a 4 page (double spaced) essay drawing on the course readings and class sessions. The essays will be due during finals week.

Submitting Written Work

For this course, all of your written assignments will be collected via Turnitin on our course ELMS page. I have chosen to use this tool because it can help you improve your writing and help me verify the integrity of student work. For information about Turnitin, how it works, and the feedback reports you may have access to, visit [Turnitin Originality Checker for Students](#).

Late Assignments and Grading Questions

Late work will not be accepted unless there is an exceptional circumstance. I am happy to discuss any of your grades with you. Any formal grade dispute must be submitted in writing within one week of receiving the grade.

Final Grades

Final grades will be calculated in the following way:

$[(\text{Participation} * .20) + (\text{Average grade for response papers} * .20) + (\text{Midterm exam} * .20) + (\text{Discussion leadership} * .15) * (\text{Take-home final essays} * .25)]$

Final Grade Cutoffs							
A	94.00%	B	84.00%	C	74.00%	D	64.00%
A-	90.00%	B-	80.00%	C-	70.00%	D-	60.00%
B+	87.00%	C+	77.00%	D+	67.00%	F	<60.00%

Communication

Email is the best way to get in touch with me (cworsnop@umd.edu). I usually reply within 24 hours. If you have not received a response within this time frame feel free to send me a reminder. I also highly encourage coming to meet with me in person. I have weekly office hours from 4:15-6pm on Wednesdays in 1123 Van Munching Hall and I am happy to arrange a different meeting time if necessary.

Electronic Devices

Laptop computers should only be visible when we are accessing course readings for discussion. You should take notes on paper (except when a laptop is required for ADS accommodations). No email, internet use, texting, messaging, etc. Cell phones should be switched off and should not be visible during class. Similarly, headphones, tablets, and anything else not related to class should not be visible. Failure to make use of electronic devices responsibly will result in the loss of computer privileges for the rest of the semester for all students. Researchers have found that these distractions do in fact interfere with learning and active participation. For more information about the science behind the policy watch: <http://youtu.be/WwPaw3Fx5Hk>.

Get Some Help!

You are expected to take personal responsibility for your own learning. This includes acknowledging when your performance does not match your goals and doing something about it. Everyone can benefit from some expert guidance on time management, note taking, and exam preparation, so I encourage you to consider visiting <http://ter.ps/learn> and schedule an appointment with an academic coach. Sharpen your communication skills (and improve your grade) by visiting <http://ter.ps/writing> and schedule an appointment with the campus Writing Center. Finally, if you just need someone to talk to, visit <http://www.counseling.umd.edu>.

Everything is free because you have already paid for it, and everyone needs help at some point... all you have to do is ask for it!

Names/Pronouns and Self Identifications

The University of Maryland recognizes the importance of a diverse student body, and we are committed to fostering equitable classroom environments. I invite you, if you wish, to tell us how you want to be referred to both in terms of your name and your pronouns (she/her, he/him,

they/them, etc.). The pronouns someone indicates are not necessarily indicative of their gender identity. Visit trans.umd.edu to learn more.

Additionally, how you identify in terms of your gender, race, class, sexuality, religion, and dis/ability, among all aspects of your identity, is your choice whether to disclose (e.g., should it come up in classroom conversation about our experiences and perspectives) and should be self-identified, not presumed or imposed. I will do my best to address and refer to all students accordingly, and I ask you to do the same for all of your fellow Terps.

Citing Sources and Academic Honesty

All university policies regarding student conduct and academic honesty are in effect. See [here](#) and the [Code of Academic Integrity](#). No cheating or plagiarism, whether intentional or inadvertent, will be tolerated.

Note that in your written assignments you must cite all data, quotations, and facts not your own using the author-date system (not footnotes or endnotes), following the [Chicago Manual of Style](#). In the author-date system, sources are cited briefly in the text by including the author's last name, year of publication, and page number in parentheses. Then, a list of references with full bibliographic information is included at the end of the memo (this will not count against the page limit for writing assignments).

Changes to the Syllabus

This syllabus is subject to change, but you will be notified in advance of any changes to policies, assignments, or readings.

Course Schedule and Readings

(I may alter readings based on class progress; students will be notified with plenty of time. See ELMS for the most up to date weekly reading assignments)

Date	Session Topic and Reading	Assignment
Part I: Terminology, Concepts, and Actors Global Health		
1/24	<p>Introduction to Global Health</p> <ol style="list-style-type: none"> <li data-bbox="196 1602 1138 1661">1. Osterholm, Michael T. "Unprepared for a Pandemic." <i>Foreign Affairs</i>, March 1, 2007. https://www.foreignaffairs.com/articles/2007-03-01/unprepared-pandemic. <li data-bbox="196 1686 1073 1745">2. McInnes, Colin, and Kelley Lee. "What Is Global Health?" In <i>Global Health and International Relations</i>, Chapter 1. Cambridge: Polity, 2012. <li data-bbox="196 1770 1122 1829">3. Lakoff, Andrew. 2010. "Two Regimes of Global Health." <i>Humanity: An International Journal of Human Rights, Humanitarianism, and Development</i> 1(1): 59–79. 	

1/31	<p>Infectious Disease Over Time</p> <ol style="list-style-type: none"> 1. WHO. 2017. Top 10 Causes of Death. http://www.who.int/mediacentre/factsheets/fs310/en/ 2. The Lancet. 2017. Visualizing the Global Burden of Disease. http://www.thelancet.com/lancet/visualisations/gbd-compare 3. Murray, Christopher J. L., and Alan D. Lopez. "Measuring Global Health: Motivation and Evolution of the Global Burden of Disease Study." <i>The Lancet</i> 390, no. 10100 (September 16, 2017): 1460–64. 4. Belluz, Julia. "4 Reasons Disease Outbreaks Are Erupting around the World." Vox, May 31, 2016. https://www.vox.com/2016/5/31/11638796/why-there-are-more-infectious-disease-outbreaks. 5. Markel, H. 2014. "Worldly Approaches to Global Health: 1851 to the Present." <i>Public Health</i>, 1- 5. 	
2/7	<p>Collective Action, Public Goods, and Disease Outbreaks</p> <ol style="list-style-type: none"> 1. Hardin, Garrett. 1968. "The Tragedy of the Commons." <i>Science</i> 162: 1243-48. 2. Chapter 1 (pages 8-21 ONLY) in Ostrom, Elinor. <i>Governing the Commons: The Evolution of Institutions for Collective Action</i>. Cambridge University Press, 1990. 3. Barrett, Scott. 2006. "Transnational public goods for health," in Expert Paper Series One: Infectious Disease, Secretariat of the International Task Force on Global Public Goods, ed. Stockholm: Secretariat of the International Task Force on Global Public Goods. 1-20. 4. Walt, Stephen M. 2009. "What Swine Flu Tells us about Global Cooperation." <i>Foreign Policy Blogs</i>. 	Response paper 1 due on ELMS by 1pm
2/14	<p>Actors I: The State</p> <ol style="list-style-type: none"> 1. "Epidemic Disease, History, and the State," Chapter 2 in Price-Smith, Andrew. <i>Contagion and Chaos: Disease, Ecology, and National Security in the Era of Globalization</i>. Cambridge, MA: MIT Press, 2009. 2. Selections of Chapters 5 and 11 in Porter, Dorothy. 1999. <i>Health, Civilization, and the State</i>. 3. McConnell, Allan, and Alastair Stark. "Foot-and-Mouth 2001: The Politics of Crisis Management." <i>Parliamentary Affairs</i> 55, no. 4 (2002): 664–81. 	
2/21	<p>Actors II: The World Health Organization and the International Health Regs.</p> <p><i>In class this week students will complete the WHO Archives Activity</i></p> <ol style="list-style-type: none"> 1. Lidén, J. "The World Health Organization and Global Health Governance: Post-1990." <i>Public Health</i> 128, no. 2 (February 2014): 141–47. 2. Fidler, David, and Lawrence Gostin. "The New International Health Regulations: An Historic Development for International Law and Public Health." <i>The Journal of Law, Medicine & Ethics</i> 34, no. 1 (2003): 85–94. 	Response paper 2 due on ELMS by 1pm (this will be prep for the in-class WHO archives activity)

	3. Selection of archival documents from WHO.	
2/28	<p>Actors III: Other Global Health Organizations</p> <ol style="list-style-type: none"> 1. Youde, Jeremy. 2012. <i>Global Health Governance</i>, Routledge. 29-114. 2. Khazan, Olga. "Melinda Gates on Why Foreign Aid Still Matters." <i>The Atlantic</i>, September 13, 2017. https://www.theatlantic.com/health/archive/2017/09/melinda-gates-on-why-foreign-aid-still-matters/539679/. 3. Graham, Erin R. "Follow the Money: How Trends in Financing Are Changing Governance at International Organizations." <i>Global Policy</i> 8 (August 1, 2017): 15–25. 	
3/7	Midterm Exam (in class)	
Part II: Cases of Outbreak Response		
3/14	<p>Smallpox (3rd century BCE-1980)</p> <ol style="list-style-type: none"> 1. CDC History of Smallpox: https://www.cdc.gov/smallpox/history/history.html 2. "Smallpox Eradication" in Levine, Ruth. <i>Case Studies in Global Health: Millions Saved</i>. Jones & Bartlett Publishers, 2007. 3. Barrett, Scott. "Eradication versus Control: The Economics of Global Infectious Disease Policies." <i>Bulletin of the World Health Organization</i> 82, no. 9 (September 2004): 683–88. 4. Bhattacharya, S. "The World Health Organization and Global Smallpox Eradication." <i>Journal of Epidemiology and Community Health</i> (1979-) 62, no. 10 (2008): 909–12. 	This week students begin serving as discussion leaders in groups
3/21	NO CLASS: Spring Break	
3/28	<p>Polio (ongoing)</p> <ol style="list-style-type: none"> 1. Polio Eradication Initiative (2017). Polio Now: http://polioeradication.org/polio-today/polio-now/ 2. Aylward, R. Bruce, Arnab Acharya, Sarah England, Mary Agocs, and Jennifer Linkins. "Global Health Goals: Lessons from the Worldwide Effort to Eradicate Poliomyelitis." <i>Lancet</i> 362, no. 9387 (September 13, 2003): 909–14. 3. Garan, Julie et al. 2015. "Overcoming barriers to polio eradication in conflict areas." <i>Lancet</i>. 1-2. 4. Sparrow, Annie. "Syria's Polio Epidemic: The Suppressed Truth." <i>The New York Review of Books</i>, February 20, 2014. http://www.nybooks.com/articles/2014/02/20/syrias-polio-epidemic-suppressed-truth/. 5. Sparrow, Annie, and Bruce Aylward. "The Truth About Polio in Syria." <i>The New York Review of Books</i>, March 6, 2014. http://www.nybooks.com/articles/2014/03/06/truth-about-polio-syria/. 	Response paper 3 due on ELMS by 1pm

	6. Global Polio Eradication Initiative. 2017. "Outbreak Response Continues in Syria." http://polioeradication.org/news-post/outbreak-response-continues-in-syria/ .	
4/4	NO CLASS: you will have a video to watch on your own during class time	
4/11	<p>HIV/AIDS (ongoing)</p> <ol style="list-style-type: none"> 1. Kallings, L. O. "The First Postmodern Pandemic: 25 Years of HIV/AIDS." <i>Journal of Internal Medicine</i> 263, no. 3 (March 1, 2008): 218–43. 2. Piot, Peter, Michel Kazatchkine, Mark Dybul, and Julian Lob-Levyt. "AIDS: Lessons Learnt and Myths Dispelled." <i>Lancet</i> 374, no. 9685 (July 18, 2009): 260–63. 3. McInnes, Colin, and Simon Rushton. "HIV, AIDS and Security: Where Are We Now?" <i>International Affairs</i> 86, no. 1 (January 1, 2010): 225–45. 4. "Strengthening Incentives for a Sustainable Response to AIDS: A PEPFAR for the AIDS Transition." Center for Global Development. Accessed December 12, 2017. 5. Iqbal, Zaryab, and Christopher Zorn. "Violent Conflict and the Spread of HIV/AIDS in Africa." <i>The Journal of Politics</i> 72, no. 01 (January 2010): 149–162. 	
4/18	<p>SARS (2002-2003)</p> <ol style="list-style-type: none"> 1. Selection of WHO guidance documents about SARS: www.who.int/csr/sars/archive/en/ 2. Chapter 6 in Price-Smith, Andrew. <i>Contagion and Chaos: Disease, Ecology, and National Security in the Era of Globalization</i>. Cambridge, MA: MIT Press, 2009. 3. Huang, Yanzhong. 2003. "The politics of China's SARS crisis." <i>Harvard Asia Quarterly</i> 7(4): 9-16. 4. Ansell, Chris, Egbert Sondorp, and Robert Hartley Stevens. "The Promise and Challenge of Global Network Governance: The Global Outbreak Alert and Response Network." <i>Global Governance: A Review of Multilateralism and International Organizations</i> 18, no. 3 (2012): 317–337. 	
4/25	<p>H1N1 (2009-2010)</p> <p><i>In class this week, we will work with a dataset on governments' response to H1N1, no prior statistical experience is necessary.</i></p> <ol style="list-style-type: none"> 1. Selection of WHO guidance documents about H1N1: www.who.int/ihr/ihr_ec/en/ 2. Chapter 3 in Price-Smith, Andrew. <i>Contagion and Chaos: Disease, Ecology, and National Security in the Era of Globalization</i>. Cambridge, MA: MIT Press, 2009. 3. Katz, Rebecca. "Use of Revised International Health Regulations during Influenza A (H1N1) Epidemic, 2009." <i>Emerging Infectious Diseases</i> 15, no. 8 (2009): 1165-1170. 4. Koblentz, Gregory D. "The Threat of Pandemic Influenza: Why Today Is Not 1918." <i>World Medical & Health Policy</i> 1, no. 1 (2009): 71–84. 5. Kamradt-Scott, Adam, and Simon Rushton. "The Revised International Health Regulations: Socialization, Compliance and Changing Norms of Global Health Security." 	

	<i>Global Change, Peace & Security</i> 24, no. 1 (2012): 57–70.	
5/2	<p>Ebola (2014-2016)</p> <ol style="list-style-type: none"> 1. Selection of WHO guidance documents about Ebola: www.who.int/ihr/ihr_ec_ebola/en/ 2. Selection of newspaper coverage of Ebola outbreak: <ul style="list-style-type: none"> - Sheri Fink Q&A and 7 Part Series: www.nytimes.com/2014/11/06/world/africa/q-and-a-with-sheri-fink-on-covering-ebola-in-liberia.html - Sun, Lena H., Brady Dennis, Lenny Bernstein, and Joel Achenbach. "How Ebola Sped out of Control." <i>Washington Post</i>, October 4, 2014. - Sack, Kevin and Sheri Fink. "How Ebola Roared Back." <i>New York Times</i>, December 30, 2014. 3. Selection from Kamradt-Scott, Adam, Sophie Harman, Clare Wenham, and Frank Smith III. "Saving Lives: The Civil Military Response to the 2014 Ebola Outbreak in West Africa." Monograph, October 2015. 4. Kamradt-Scott, Adam. "WHO's to Blame? The World Health Organization and the 2014 Ebola Outbreak in West Africa." <i>Third World Quarterly</i> 37, no. 3 (March 3, 2016): 401–18. https://doi.org/10.1080/01436597.2015.1112232. 	Response paper 4 due on ELMS by 1pm
5/9	<p>Zika (2016-2017) and discussion of the future of transnational health threats</p> <p><i>Possible site visit to the Pan American Health Organization to learn about the Zika response</i></p> <ol style="list-style-type: none"> 1. Selection of WHO guidance documents about Zika: www.who.int/ihr/emergency-committee-zika/en/ and WHO Zika Timeline: http://www.who.int/emergencies/zika-virus/history/en/ 2. "The Surge of Zika Virus." <i>Scientific American</i>. Accessed February 8, 2016. http://www.scientificamerican.com/report/the-surge-of-zika-virus/. 3. Maron, Dina Fine. "Why We Shouldn't Quarantine Travelers Because of Zika." <i>Scientific American</i>. Accessed February 8, 2016. http://www.scientificamerican.com/article/why-we-shouldn-t-quarantine-travelers-because-of-zika/. 4. Louis, Catherine Saint. 2016. "CMV Is a Greater Threat to Infants Than Zika, but Far Less Often Discussed." <i>The New York Times</i>, October 24. 	
5/16	NO CLASS: Finals Week	Take home final due on ELMS by 11:59pm