Why are people in some countries so much healthier than others? Why are health systems around the world organized and financed in such different ways? What difference do health systems and universal health coverage (UHC) make in explaining differences in population health? Beyond such basic questions in the field of “global health,” this course focuses on selected issues of particular relevance to students in health policy and management (HPAM). We begin by considering the challenges for HPAM and why the field should be concerned with global cities, the spread of infectious disease and the design of public health infrastructure. We will then turn our attention to the roles of state and non-state actors in global policies aimed to improve health care systems and population health. Finally, we consider the meanings of universal health coverage (UHC) and how the globalization of the medical industrial complex is likely to affect the future of health care systems.

All nations face challenges from the effects of globalization and international organizations (e.g. the World Health Organization, the Gates Foundation, and the General Agreement on Tariffs and Trade-GATT) that affect population health and national economies. Government leaders must address not only health problems within their borders, but those that cross their borders. Likewise, they must interact with international organizations that affect global health. The course draws on diverse disciplinary and professional perspectives (public health, economics, political science, management, sociology, anthropology). It has two objectives: to expose students to the burgeoning literature in global HPAM; and to prepare them to work in international organizations, consulting firms, and governments. As pre-requisites, it would be helpful, though not required, to have taken an introduction to HPAM and/or to public policy.

**Learning Objectives**

- Expose students to the literature, issues and key concepts in global HPAM
- Assess the roles and responsibilities of national health leadership and global health actors in promoting health
- Define the roles of key stakeholders in global health – state and non-state actors, private payers, industry – and analyze their incentives and behavior
- Compare the U.S. health care system to models of health care organization and financing abroad
- Analyze strengths, weaknesses and the feasibility of policy and management approaches that aim to promote health, prevent disease and improve health services delivery and assess the impact of these approaches on quality, access, cost and equity goals
## CLASS CALENDAR

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### INTRODUCTION

1. **Course Overview.** Jan. 23
   
   *Required Reading:*
   

### I. GLOBAL CITIES AND HEALTH

- Challenges for HPAM: globalization, income inequalities, urbanization and population aging

2. **HPAM, Global Cities and Global Health.** Jan. 30
   
   *Required Reading:*
   


3. **Global Gateway Cities, Disease and Public Health Infrastructure.** Feb 6  
   *Required Reading:*


   *Recommended Video:* The Black Death of Europe, The History Channel (18:20 video)  
   https://www.youtube.com/watch?v=AjfVmGQNM5Y

4. **Case Studies.** Feb. 13  
   *Required Reading:*

   Garrett, L. The challenge of global health. *Foreign Affairs*, (86) 1, 2007


   Choose a city and find at least one refereed journal article and other sources of information on how national and/or local authorities are trying to protect their population from the risks of infectious disease. You may consider the recent Ebola crisis or any other subject relevant to the readings in session #3.

   Feb. 20: No Class

II. **STATE AND NON-STATE ACTORS IN GLOBAL HPAM**

- Development assistance for health
- Foreign policy and global health
- Power in global health agenda-setting

5. **The Roles of National Policy and Multilateral Health Organizations.** Feb. 27  
   *Guest: Prof. John Gershman, Wagner/NYU*

   *Required Reading:*

   Dieleman, J. et. al. Development assistance for health: past trends, associations, and the


Shiffman, J. Knowledge, moral claims and the exercise of power in global health. *International J. of Health Policy and Management* (3)6, 2014.


Life Expectancy & Probability of Death Tool using the Global Burden of Disease:
Identify source(s) of data for the GBD. Using the tool, pick three countries and compare the life expectancy between a male and female in each country. List 3-5 possible reasons for differences.

6. **Case Studies.** March 6
Guest: Dr. Jlateh Vincent Jappah

*Required Reading:*


Select a country and find at least one refereed journal article (if it exists), and other sources of information, on either of the following two topics: 1) the extent to which a developing nation has (or has not) been able to coordinate a specific international NGO’s program and assistance with its own strategies for health system improvement/strengthening; 2) the strategies adopted by one of the BRIC nations (Brazil, Russia, India or China) to protect its population from the risks of what Laurie Garrett has termed “microbial hitchhikers.”

March 13 and 20: No Class

7. **Corporations and NGOs: Intellectual Property and the Charitable Impulse.** March 27

*Required Reading:*

Ezziane, Z. Essential drugs production in Brazil, Russia, India, China and South Africa (BRICS): opportunities and challenges. *International J. of Health Policy and Management* (3)7, 2014.

Fabre, G. The betrayal of public health: Intellectual property regime innovation and access to medicines. Working paper presented to BRIC Seminar, Shanghai, April, 2016.

Recommended Reading:


8. Case Studies. April 3

Required Reading:


Recommended Video: How Gavi helps countries modernise cold chain equipment (3:35 video), https://www.youtube.com/watch?v=iyrwdB8w0aU

Select a non-state actor (or group representing them, e.g. Pharma or an NGO) and assess the extent of its influence over health policy in a country of interest to you.

III. UNIVERSAL HEALTH COVERAGE (UHC) AND THE GLOBALIZATION OF THE MEDICAL INDUSTRIAL COMPLEX

- The challenge of equity, equality and rationing for HPAM
- Cross-national diffusion of policy and management responses

9. UHC, Telemedicine and the Future of Health Systems. April 10

Required Reading:


10. **Case Studies on UHC or Telemedicine and the Globalization of Health Systems**  April 17

*Required Reading:*

Selections from World Bank Studies on UHC:


Topol, EJ. Digital medical tools and sensors. *JAMA* (314) 4, 2015.

*Optional Reading:*


Select a country or a donor and explore some innovative measures they have taken to improve access to services, and/or modernize a health care system by moving closer to UHC and/or experimenting with telemedicine. Or alternatively, for the following week, assess some aspect of medical tourism of interest to nations you have been studying.

11. **Medical Tourism.** April 24

*Required Reading:*


12. Case Studies on Globalization and Medical Tourism  May 1

COURSE REQUIREMENTS AND GRADING

The previous section of this syllabus lists roughly three articles around the themes of each session. They are short; some are well written; all are available on the NYU Classes site for the class. I expect you to read them. For the sessions entitled “Case Studies,” I suggest some additional short readings. The purpose, however, of these sessions, is to provide you with the opportunity to explore some of the general issues raised in the context of a particular nation or city; or with respect to a specific state or non-state actor. In short, the case studies are for you to explore, based on quick research for a relevant refereed article (if you can find one) and other information from blogs, newspapers or other sources.

There is neither a mid-term nor a final examination for this course. In addition to attending and participating in class meetings, all students are required to complete five 1-2 page essays responding to the case study assignments noted on the syllabus, by the following deadlines: Feb. 13; March 6; April 3; April 17 or 24; and May 1. I will also ask you to present four of the five essays (on the day they are due) to spark some discussion around the cases you find. On May 1, along with the fifth essay, the previous 4 essays should be edited, based on comments received, and assembled together as a final paper with the following title: “Essays in Global HPAM.” Final grades will be calculated as follows: 10% for each of the five essays; 30% for the final paper (“Essays in Global HPAM”); 20% for class participation.

Lateeness Policy: Please submit written assignments on time. Late assignments will be penalized by one-half letter grade for each day late.

Class Participation: Participation performance is assessed based on preparation, engagement and quality of contributions to in-class discussion. Please do not go online during class. We all have our reasons to miss class, on occasion. If you cannot make it to class, there is no need to write me an e-mail explaining why.

Plagiarism Policy: Academic integrity is crucial to the mission of NYU Wagner. Plagiarism in any form will not be tolerated since you have all signed an Academic Oath at NYU/Wagner and are bound by the academic code of the school. Please review the NYU policy on plagiarism (posted on NYU Classes) prior to submitting written work: http://wagner.nyu.edu/students/policies

GUIDELINES FOR CLASS ASSIGNMENTS

General Instructions: All written assignments should be submitted in Times New Roman 12-point font, double-spaced, with one-inch page margins. Write in full paragraphs, in the first person, and active voice (see Strunk and White, Elements of Style, and buy yourself a copy as it will serve as the basic guide to good writing in this class). No lists (it’s boring!). No titles of books and full authors’ names in the text (use endnotes or footnotes or references for this). No Latin and bureaucratic writing (e.g. “as per your request”)! Use subheadings for clarity. Please use verbs, avoid gerunds and unnecessary adverbs (e.g. “interestingly”) and adjectives (like “very”). Be concise (when in doubt, strike it out!). Please review your short papers and rewrite them at least twice before posting for all of us to read. Please see NYU/Wagner’s resources for writing workshops and assistance: http://wagner.nyu.edu/students/services/tutoring. None of us can fail to benefit from such assistance!
Please submit written assignments directly to me in class (printed copies two sides to a page). In addition, you must submit a copy of all written assignments to the appropriate forums set up on NYU Classes for this course. There are three reasons for doing so. First, because the audience to whom you should address your papers is: the rest of us. Second, because the purpose of these assignments is to improve communication skills and to get to know one another. Third, because another purpose of these assignments is to convince the class of your point of view.