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) interested in gaining an international perspective on key issues in the field.

We begin by considering the challenges of globalization for population health and the field of HPAM. We consider the relationship among the global drug war and the opioid epidemic, the role of global cities in spreading infectious disease and protecting their population with public health infrastructure, and the globalization of the obesity epidemic. Next, we turn our attention to the roles of state and non-state actors in improving health care systems and population health. Finally, we examine selected national policies in China, India, Cuba and their impact on global health. We conclude by exploring the future of health systems: the implications of health systems growth in Brazil, Russia, India and China (BRIC nations) for Big Pharma and the globalization of the medical-industrial complex.

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 (economics, political science, sociology, anthropology, public health, management). It has two objectives: to expose students to the burgeoning literature in global health and 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:**


GLOBALIZATION AND HEALTH

- Challenges for HPAM: globalization, income inequalities, urbanization and population aging
- Selected issues for Global HPAM: Global opioid crisis, gateway global cities, and globesity
2. **The Global Drug War and the Opioid Crisis.** Jan. 30 - Horace Bartilow  
*Required Reading:*

See links to recent papers on global opioid crisis: “Global Opioid Abuse.”


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


**Assignment 1:** Choose a city and find at least one refereed journal article, and/or other sources of information (blogs, internet sites, professional press, newspapers) on how national, and/or local authorities, are trying to protect their population from the risks of infectious disease. Alternatively, find similar documentation for how a city and/or nation outside of the U.S. is responding to the perception of an imminent opioid crisis. Post these materials in a Pdf file with a 1 page Abstract summarizing what you found/learned.

4. **Globesity: The worldwide spread of obesity.** Feb. 13 – Marion Nestle  
*Required Reading:*


**Assignment 2:** Read these materials carefully and come to class with at least 3 written questions/comments about at least 3 of the readings.
5. **Case Study Presentations.** Feb. 20

*Assignment 3:* Pick a topic from session #2, #3 or #4 and explore it further in a country or city of your choice. Does your case provide evidence in support or against specific positions elaborated in any of the relevant assigned readings? Write a 2 page brief and prepare a 5 minute presentation to the class summarizing what you have found. I encourage you to explore the globesity epidemic in a city or nation of special interest to you. You may also, of course, elaborate on the exercise you submitted for Assignment #1.

**STATE AND NON-STATE ACTORS IN GLOBAL HPAM**
- Development assistance for health
- Foreign policy and global health
- Power in global health agenda-setting

6. **The Roles of National Policy and Multilateral Health Organizations.** Feb. 27- John Gershman

*Required Reading:*


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

*Assignment 4.* Tools from Global Burden of Disease Study:
Review video [http://www.healthdata.org/data-visualization/life-expectancy-probability-death](http://www.healthdata.org/data-visualization/life-expectancy-probability-death) Identify source(s) of data for the GBD. Using the tool, pick three countries of interest to you in this class. Make a case for why you want to compare these countries. Select an indicator (or two or three, e.g. LEB) and think about the reasons for the differences or similarities you find. Present your data in the form of a map or table, followed by a 1 page Abstract in which you propose some hypotheses that explain the differences, and post on the class forum.

7. **Global Health and Humanitarian NGOs: Power Asymmetry and Health.** March 6- Vincent Jappah

*Required Reading:*


March 13: Spring break

March 20: No Class

8. **Case Study Presentations.** March 27

*Required Reading:*

Garrett, L. The challenge of global health. *Foreign Affairs,* (86) 1, 2007
Assignment 5. Select a country, preferably a developing nation but it could be a middle income nation, as well, and find at least one refereed journal article (if it exists), and other sources of information, on the extent to which its government 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. Post a Pdf file of the documents you have identified (including blogs, internet sites, professional press, newspapers), along with a two-page paper on what you have found, on the class forum, and prepare a 5 minute presentation for class.

NATIONAL POLICIES AND GLOBAL HEALTH: CONTRASTING CASES

9. **China**, April 3

*Required Reading:*


10. **India**, April 10

*Required Reading:*


11. **Cuba**, April 17

*Required Reading:*


Assignment 6. Beyond the readings noted for each nation above, conduct your own research on the significance and impact of China, India and/or Cuba on global health as well as for health policy and management. Post a Pdf file with at least one refereed journal article, and/or other sources of information (blogs, internet sites, professional press, newspapers) on the class forum, and summarize what you have found in a two-page essay and 5 minute class presentation. For those who choose to focus on China and/or India, this assignment would be due for sessions #9 or #10.

THE FUTURE OF HEALTH SYSTEMS

- The challenge of equity, equality and rationing for HPAM
- Cross-national diffusion of policy and management responses
- BRIC nations, big pharma and the global medical-industrial complex

12. BRIC Nations and Big Pharma

Required Reading:

Rodwin V. Fabre G. Ayoub R. BRIC health systems and big pharma: A challenge for health policy and management. 2018. *IJHPAM*


13. Telemedicine, Medical Tourism and the Future

Required Reading:


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


Assignment 7. In the country of your choice search for the best information you can find on either: 1) the relations among Big Pharma and the national government; or 2) the likely evolution of the health care system in your country and the role of the global medical industrial complex in national policy. Post at least one refereed journal article, and/or other sources of information (blogs, internet sites, professional press, newspapers) on the appropriate class forum and summarize what you have found in a one-page Abstract.

COURSE REQUIREMENTS AND GRADING
The previous section of this syllabus lists required readings around the themes of each session. They are short; all are available on the NYU Classes site for the course. I expect you to read them and come to class prepared to discuss them. One of my objectives in this class is to provide you with the opportunity to explore some general issues in global HPAM in the context of a particular nation or city of interest to you. That is why two classes are devoted to student presentations on cases you have examined. The case studies and other exercises are designed for you to learn more about specific countries based on quick research for a relevant refereed article (if you can find one) and other information from internet sites, blogs, newspapers, or other sources.

There is neither a mid-term, nor a final examination, nor a term paper for this course. In addition to attending and participating in class meetings, all students are required to complete seven short assignments. Final grades will be calculated as follows: The three most important assignments (Feb. 20, March 27, April 17), including short presentations are each worth 15 points. The other four assignments are each worth 10 points. Class participation, including the quality of the 3 short presentations, will count for 15 points.

**Lateness 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](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”)! In your 2-page papers, 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 abstracts and short papers and rewrite them at least twice before posting them for all of us to read. Please see NYU/Wagner’s resources for writing workshops and assistance: [http://wagner.nyu.edu/students/services/tutoring](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 (one for each assignment) 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 abstracts and two-page 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.*