

**The Politics of Health  
GOV 370V  
Unique: 38610  
Professor Eric L. McDaniel  
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<https://utexas.instructure.com/courses/1345337>

<b>Fall 2022</b>	<b>Days: Monday and Wednesday</b>
<b>Time: 8:30-9:45 AM</b>	<b>Classroom: RLP 1.106</b>
<b>Instructor Information</b>	
<b>Office: BAT 4.122</b>	<b>Office Hours 10:00-11:30</b>
<b>Phone: 512-232-7268</b>	<b>Monday and Wednesday</b>

### **Course Description**

Health care is currently one of the most hotly debated topics in American politics. The purpose of this course is to provide students with an understanding of the issues and controversies that surround healthcare policy and the American healthcare system. The course will facilitate this by first establishing a theoretical and substantive framework regarding various aspects of policymaking and the American healthcare system. Upon the establishment of this framework, the course will then delve into the examination of several specific health problems and the controversies surrounding them. Students should leave this class with a working knowledge of the American policy making process, substantial knowledge of the American healthcare system and an understanding of the roots of current debates in American healthcare policy.

### **Instructional Format**

The course is taught using a “flipped classroom” format. Most of the lectures will be pre-recorded as posted to students to watch before the class session. Students are expected to have watched the assigned video by the assigned date. The materials and information from the pre-recorded lectures will be used as content for the class quizzes and activities.

### **Content Warning**

Our classroom provides an open space for the critical and civil exchange of ideas. Some readings and other content in this course will include topics that some students may find offensive and/or traumatizing. I’ll aim to forewarn students about potentially disturbing content and I ask all students to help to create an atmosphere of mutual respect and sensitivity.

### **Classroom Safety and COVID-19**

- For any illness, students should stay home if they are sick or contagious, not only to stop the spread, but also to promote their personal wellness.
- The university will continue to provide rapid antigen self-test kits at [distribution sites](#) throughout campus. Students can receive up to four tests at a time.
- The university will provide [symptomatic COVID-19 testing](#) on campus for all students, faculty and staff.
- UHS maintains up-to-date resources on COVID, which can be found here:
  - [COVID-19 Information and Resources](#)

- [COVID-19 Exposure Action Chart](#)

### **Required Devices**

Students are advised to bring their laptop or internet enabled device to class with them in order to complete quizzes and in-class assignments.

### **Required Texts and Items**

1. Readings and videos will be made available through links on the syllabus or will be posted on Canvas.
  - a. The symbol {C} denotes that the material is on Canvas
2. Students are expected to be aware of current events and regularly read either the New York Times or Washington Post. Further, students should make themselves familiar with the following organizations: Kaiser Family Foundation, Robert Wood Johnson Foundation and The Commonwealth Fund.

Articles and data from these organizations will be posted throughout the semester. Students should be prepared to answer questions related to the posted articles for quizzes and exams.

### **Films**

**All the films are available on Canvas or online. They will not be shown in class, it is the student's responsibility to take the time to watch the film and take notes.**

1. Escape Fire: The Fight to Rescue American Healthcare {C}
2. The Most Dangerous Woman in America (<https://www.youtube.com/watch?v=tGY2gCqKcvw>)
3. The Vaccine War (<http://www.pbs.org/wgbh/pages/frontline/vaccines/>)
4. Sick Around the World (<http://video.pbs.org/video/1050712790/>)
5. Moyers and Company--Wendell Potter ( <http://billmoyers.com/content/wendell-potter/>)
6. Sick Around America (<http://www.pbs.org/wgbh/pages/frontline/sickaroundamerica/>)
7. The Age of AIDS Parts 1 and 2 (<http://www.pbs.org/wgbh/pages/frontline/aids/>)
8. Weight of the Nation (<https://www.youtube.com/watch?v=T24B6T-hp0E>)

When watching these films please remember that not all films are objective. Many of the filmmakers are attempting to advance a specific policy. The videos are informative because they highlight specific aspects of the American healthcare system, but it is important to also note the underlying argument of the filmmaker.

### **Coursework**

Assessments in this class will be performed through quizzes, in-class activities, and exams. The quizzes and exams are cumulative. Knowledge developed in the beginning of the class will be very pertinent to subsequent sections of the class. If you fall behind at the beginning of the class, you will not be able to catch up. All assignments are to be submitted through Canvas by the indicated date and time. All readings should be completed before the designated class day.

### Take Home Exams 70%

There will be two (2) take-home exams in this course. Each will be worth 35% of your final grade. The take-home exams will be in essay format and will give students the opportunity demonstrate a mastery of course materials and concepts. Students will be given (3) three questions and are expected to answer all (3) three questions. Each essay response should range between 500-750 words. The essay questions will be posted at least (2) two weeks before they are due. A more detailed guideline will be posted on Canvas.

### Class Quizzes and Activities 30%

Throughout the semester the class will be given quizzes to make sure everyone is keeping up with the course materials. Also, there will be a series of in-class activities which will require students to engage the material and directly apply it to real world case studies. To provide students will some leeway, only the 10 highest scores will be counted toward this grade.

The grading scale is as follows: There is no rounding down or up. An 89.999 is a B+, not an A-

93-100%	A	90-92%	A-		
87-89%	B+	83-86%	B	80-82%	B-
77-79%	C+	73-76%	C	70-72%	C-
67-69%	D+	63-66%	D	60-63%	D-
0-59%	F				

### **Expectations**

#### Class Attendance and participation

Students are expect to regularly attend class and participate in class discussions. Participating in discussions is not about talking the most, but making clear contributions to the class discussion. My evaluation of participation will based on quality not quantity. If students are prepared for each class, this will not be a difficult task.

#### Preparation

Doing well in this class necessitates that students are informed and prepared. Therefore, you will be expected to complete the readings prior to when class meets. This course covers a large amount of material in a short amount of time. If you do not keep up with the readings, your grade will reflect your preparation. Below are a set of questions you should be able to answer regarding each class reading.

#### *Questions you should be able to answer about each reading*

1. What is the author's central question or statement?
2. What is the author's argument?
  - a. Are there any specific hypotheses?
  - b. Is the author refuting someone else's findings?
3. Is the author's argument valid?
4. What evidence does the author use to support her argument?
5. Is the author's evidence valid?
6. Is the author's argument and data similar or different from other readings?

7. Is the author able to support her argument?
  - a. Does the author confirm her hypotheses?
8. What questions are left unanswered?

### Professionalism

Remember that this is an academic environment. Therefore, I ask that you minimize unnecessary disruptions. This includes (but it is not limited to) side conversations, cell phone calls and pagers. If you come to class late or must leave early, please do so quietly. I also ask that you be proactive if any conflict occurs. This means notifying me ahead of time if you are unable to meet the requirements of the course.

### Ground Rules

Because this course will sometimes deal with sensitive material, it is imperative that we set a series of ground rules.

1. Respect others. There will be times when you disagree with an idea that has been presented to the class. Although you have the right to disagree with someone, you must remember to challenge the idea and not the person.
2. Listen attentively. The purpose of this course is to present and discuss different ideas. To reap the benefits of such an exchange, you must be willing to pay attention to what others have to say.
3. Think before you speak. Refrain from making broad, general, and/or unsubstantiated comments. Make sure that you use evidence and provide a rationale for your statements.
4. Maintain the dignity of the academic environment. Your ideas should be presented using Standard English, minus the use of any profanity.
5. Raise your hand. This helps to maintain order in the classroom and helps to ensure that everyone has a chance to talk.
6. Be courteous. Refrain from interrupting or engaging in private conversation while others are speaking. Also, limit disruptive behavior, such as newspaper reading, personal grooming, etc.

### Sharing of Course Materials Prohibited

No materials used in this class, including, but not limited to, lecture hand-outs, videos, assessments (quizzes, exams, papers, projects, homework assignments), in-class materials, review sheets, and additional problem sets, may be shared online or with anyone outside of the class without explicit, written permission of the instructor. Unauthorized sharing of materials promotes cheating. The University is well aware of the sites used for sharing materials, and any materials found online that are associated with you, or any suspected unauthorized sharing of materials, will be reported to [Student Conduct and Academic Integrity](#) in the Office of the Dean of Students. These reports can result in sanctions, including failure of the course.

### Procedures for Dealing with Grade/Evaluation Concerns

Grade/evaluation concerns will only be considered if the following procedure is followed:

All grade complaints must be **TYPED** and must clearly express the student's specific concerns. These written statements must be accompanied by citations of support from course materials, i.e. readings, textbook, and/or lecture notes, to ensure accuracy.

Written statements may be submitted for consideration **AFTER** one week has passed since the assignment was returned to students. This allows the student time to re-read his/her answers and think carefully about what improvements could have been made.

Grade complaints will not be considered once two weeks have passed. For example, if I return a graded assignment on Thursday February 14<sup>th</sup>, students must submit a complaint **BEFORE** the Thursday February 28<sup>th</sup>. Once class is over on that Thursday, no complaints will be considered for that assignment.

Since class time is limited, we will only deal with questions or concerns during scheduled office hours. You will need to file the grievance with the individual who graded your exam or assignment and in addition, you will need to meet with them to discuss the grievance.

Finally, submitting a grade grievance will result in a complete re-grade of the assignment.

### Student Rights & Responsibilities

- You have a right to a learning environment that supports mental and physical wellness.
- You have a right to respect.
- You have a right to be assessed and graded fairly.
- You have a right to freedom of opinion and expression.
- You have a right to privacy and confidentiality.
- You have a right to meaningful and equal participation, to self-organize groups to improve your learning environment.
- You have a right to learn in an environment that is welcoming to all people. No student shall be isolated, excluded or diminished in any way.

*With these rights come responsibilities:*

- You are responsible for taking care of yourself, managing your time, and communicating with the teaching team and with others if things start to feel out of control or overwhelming.
- You are responsible for acting in a way that is worthy of respect and always respectful of others.
  - Your experience with this course is directly related to the quality of the energy that you bring to it, and your energy shapes the quality of your peers' experiences.

- You are responsible for creating an inclusive environment and for speaking up when someone is excluded.
- You are responsible for holding yourself accountable to these standards, holding each other to these standards, and holding the teaching team accountable as well.

### Personal Pronoun Preference

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by a name different than what appears on the roster, and by the gender pronouns you use. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

### E-mail

Prof. McDaniel and the teaching assistant only respond to emails if there is an extremely extenuating circumstance. If you have an issue that you need to discuss with them, please attend office hours. If you cannot attend office hours, you may make an appointment. Please be aware that if you make an appointment to meet with Prof. McDaniel or the teaching assistant outside of office hours and do not show up, there will be a grade penalty. Any grievances involving the class must be handled during office hours. Make sure to check the syllabus or Canvas first before sending an e-mail. In many cases they will answer your question. Finally, you are required use proper etiquette when sending e-mail messages. For tips on proper e-mail etiquette visit <http://www.101emailtippetips.com/>.

### Cancelled Classes

Periodically class may be canceled. The class will be informed of these dates and will still be held accountable for the readings of that day.

### Canvas

The syllabus, course assignments, and class announcements are posted on Canvas for reference. In addition, a portion of the course reading will also be available on Canvas. In special cases, the portions of the lecture notes will be available on Canvas. Make sure to regularly check Canvas for announcements and assignments. Before you contact us with a question for the class, *make sure to check Canvas first*.

### Excused Absences

An absence from class will only be excused if proper documentation from a university representative is presented. If you have an emergency which prevents you from attending class, please contact the Dean of Students to gain documentation. In the case of planned activities, the documentation must be presented at least two weeks before your scheduled absence. I will not accept a planned activity as a valid excuse for an absence after the fact. In the case of unexpected circumstances, the documentation must be turned in within a week of your return.

### Religious Holy Days

By [UT Austin policy](#), you must notify me of your pending absence as far in advance as possible of the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence.”

### Make-up Exams

Students will only be allowed to take the make-up exam if they have an excused absence.

### Pass/Fail Policy

If a student wishes to take the class pass/fail, the student must have a final grade above 73% to receive a pass.

### Changes to the Course

The professor reserves the right to make changes to the syllabus to better facilitate the needs of the course.

## **University Policies**

### Academic Integrity

Each student in the course is expected to abide by the University of Texas Honor Code: “As a student of The University of Texas at Austin, I shall abide by the core values of the University and uphold academic integrity.” **Plagiarism is taken very seriously at UT.** Therefore, if you use words or ideas that are not your own (or that you have used in previous class), you must cite your sources. Otherwise you will be guilty of plagiarism and subject to academic disciplinary action, including failure of the course. You are responsible for understanding UT’s Academic Honesty and the University Honor Code which can be found at the following web address:

[http://deanofstudents.utexas.edu/sjs/acint\\_student.php](http://deanofstudents.utexas.edu/sjs/acint_student.php)

The University defines scholastic dishonesty in the following way:

“According to the *Institutional Rules*, scholastic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, and falsifying academic records.” For a detailed explanation of the University’s honor code and definition of plagiarism, please refer to the following website <http://registrar.utexas.edu/catalogs/gi09-10/ch01/index.html>.

In the event a student violates the University policy on scholastic dishonesty, he or she will be subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced.

### Q Drop Policy

If you want to drop a class after the 12th class day, you’ll need to execute a Q drop before the Q-drop deadline, which typically occurs near the middle of the semester. Under Texas law, you

are only allowed six Q drops while you are in college at any public Texas institution. For more information, see: <http://www.utexas.edu/ugs/csacc/academic/adddrop/qdrop>

### Religious Holy Day Observance

By UT Austin policy, you must notify your instructor of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence.

### University Resources for Students

Your success in this class is important to me. We will all need accommodations because we all learn differently. If there are aspects of this course that prevent you from learning or exclude you, please let me know as soon as possible. Together we'll develop strategies to meet both your needs and the requirements of the course. There are also a range of resources on campus:

### Services for Students with Disabilities

This class respects and welcomes students of all backgrounds, identities, and abilities. If there are circumstances that make our learning environment and activities difficult, if you have medical information that you need to share with me, or if you need specific arrangements in case the building needs to be evacuated, please let me know. I am committed to creating an effective learning environment for all students, but I can only do so if you discuss your needs with me as early as possible. I promise to maintain the confidentiality of these discussions. If appropriate, also contact Services for Students with Disabilities, 512-471-6259 (voice) or 1-866-329-3986 (video phone). <http://ddce.utexas.edu/disability/about/>

### Counseling and Mental Health Center

Do your best to maintain a healthy lifestyle this semester by eating well, exercising, avoiding drugs and alcohol, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress.

All of us benefit from support during times of struggle. You are not alone. There are many helpful resources available on campus and an important part of the college experience is learning how to ask for help. Asking for support sooner rather than later is often helpful.

If you or anyone you know experiences any academic stress, difficult life events, or feelings like anxiety or depression, we strongly encourage you to seek support.

<http://www.cmhc.utexas.edu/individualcounseling.html>

### The Sanger Learning Center

Did you know that more than one-third of UT undergraduate students use the Sanger Learning Center each year to improve their academic performance? All students are welcome to take advantage of Sanger Center's classes and workshops, private learning specialist appointments, peer academic coaching, and tutoring for more than 70 courses in 15 different subject areas. For more information, please visit <http://www.utexas.edu/ugs/slc> or call 512-471-3614 (JES A332).



*Undergraduate Writing Center:* <http://uwc.utexas.edu/>

*Libraries:* <http://www.lib.utexas.edu/>

*ITS:* <http://www.utexas.edu/its/>

*Student Emergency Services:* <http://deanofstudents.utexas.edu/emergency/>

### Important Safety Information:

If you have concerns about the safety or behavior of fellow students, TAs or Professors, call BCAL (the Behavior Concerns Advice Line): 512-232-5050. Your call can be anonymous. If something doesn't feel right – it probably isn't. Trust your instincts and share your concerns.

### Title IX Reporting

Title IX is a federal law that protects against sex and gender-based discrimination, sexual harassment, sexual assault, sexual misconduct, dating/domestic violence and stalking at federally funded educational institutions. UT Austin is committed to fostering a learning and working environment free from discrimination in all its forms. When sexual misconduct occurs in our community, the university can:

1. Intervene to prevent harmful behavior from continuing or escalating.
2. Provide support and remedies to students and employees who have experienced harm or have become involved in a Title IX investigation.
3. Investigate and discipline violations of the university's relevant policies.

Faculty members and certain staff members are considered "Responsible Employees" or "Mandatory Reporters," which means that they are required to report violations of Title IX to the Title IX Coordinator. **I am a Responsible Employee and must report any Title IX related incidents** that are disclosed in writing, discussion, or one-on-one. Before talking with me, or with any faculty or staff member about a Title IX related incident, be sure to ask whether they are a responsible employee. If you want to speak with someone for support or remedies without making an official report to the university, email [advocate@austin.utexas.edu](mailto:advocate@austin.utexas.edu) For more information about reporting options and resources, visit [titleix.utexas.edu](http://titleix.utexas.edu) or contact the Title IX Office at [titleix@austin.utexas.edu](mailto:titleix@austin.utexas.edu).

### *Emergency Evacuation*

The following recommendations regarding emergency evacuation from the Office of Campus Safety and Security, 512-471-5767, <http://www.utexas.edu/safety/>

Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.

- Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.

- Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class.
- In the event of an evacuation, follow the instruction of faculty or class instructors. Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.
- Link to information regarding emergency evacuation routes and emergency procedures can be found at: [www.utexas.edu/emergency](http://www.utexas.edu/emergency)

**\*The instructor expects the assigned materials to be completed before class begins**

<b>Date</b>	<b>Topic</b>	<b>Material</b>
8/22/2022	Introduction/Public Policy	
8/24/2022	Public Policy/Policy Analysis	Navarro, Vicente. 2007. "What Is a National Health Policy?" <i>International Journal of Health Services</i> 37: 1-14. {C}
8/29/2022	Policy Analysis	Walt, Gill, Jeremy Shiffman, Helen Schneider, Susan F Murray, Ruairi Brugha, and Lucy Gilson. 2008. "'Doing' Health Policy Analysis: Methodological and Conceptual Reflections and Challenges." <i>Health Policy and Planning</i> 23: 308-17.  Irwin, Neil. 2017 What if Sociologists Had as Much Influence as Economists? <i>The New York Times</i> March 17 <a href="https://www.nytimes.com/2017/03/17/upshot/what-if-sociologists-had-as-much-influence-as-economists.html">https://www.nytimes.com/2017/03/17/upshot/what-if-sociologists-had-as-much-influence-as-economists.html</a>
8/31/2022	Political Nature of Health Care	Bambra, Clare, Debbie Fox, and Alex Scott-Samuel. 2005. "Towards a Politics of Health." <i>Health Promotion International</i> 20: 187-93.
<b>9/5/2022</b>	<b>Labor Day</b>	
9/7/2022	Political Nature of Health Care	How Politics and Health are Intertwined <a href="https://www.npr.org/2022/06/13/1104602588/how-politics-and-health-are-intertwined">https://www.npr.org/2022/06/13/1104602588/how-politics-and-health-are-intertwined</a>
9/12/2022	American Health Care System	Video: Sick Around the World <a href="http://video.pbs.org/video/1050712790/">http://video.pbs.org/video/1050712790/</a>
9/14/2022	Public Health	Krieger, Nancy. 1992. "The Making of Public Health Data: Paradigms, Politics, and Policy." <i>Journal of Public Health Policy</i> 13 (4): 412-427. {C}  Video: The Most Dangerous Woman in America <a href="https://www.youtube.com/watch?v=Y4BJS2GcLX4">https://www.youtube.com/watch?v=Y4BJS2GcLX4</a>

9/19/2022	Public Health/Rights and Values	Video: The Vaccine Wars  Oliver, J. Eric, and Thomas J. Wood. 2014. "Medical Conspiracy Theories and Health Behaviors in the United States." <i>JAMA Internal Medicine</i> 174: 817-18.
9/21/2022	Failure American Health Care	Video: Escape Fire {C}
9/26/2022	Failures American Health Care	MIRROR, MIRROR 2021 Reflecting Poorly: Health Care in the U.S. Compared to Other High-Income Countries {C}
9/28/2022	Health Insurance	Video: Sick Around America
10/3/2022	Health Economics	Huang, Li, Paul Frijters, Kim Dalziel, and Philip Clarke. 2018. "Life Satisfaction, Qalys, and the Monetary Value of Health." <i>Social Science &amp; Medicine</i> 211: 131-36.
10/5/2022	Health Care Reform	Manchikanti, L., Standiford Helm Ramsin M. Benyamin, & Hirsch, J. A. (2017). Evolution of US health care reform. <i>Pain Physician</i> , 20(3), 107-110.
10/10/2022	Affordable Care Act	Armour, Stephanie. 2021. "The Affordable Care Act: A Brief History; how New Provisions, Supreme Court Challenges and Congress Votes have Shaped the Healthcare Law." <i>Wall Street Journal</i> (Online), Jun 17
10/12/2022	Government Health Programs	Baicker, Katherine, Sarah L. Taubman, Heidi L. Allen, Mira Bernstein, Jonathan H. Gruber, Joseph P. Newhouse, Eric C. Schneider, Bill J. Wright, Alan M. Zaslavsky, and Amy N. Finkelstein 2013. "The Oregon Experiment — Effects of Medicaid on Clinical Outcomes." <i>New England Journal of Medicine</i> 368 (18): 1713-1722. {C}  Kizer, Kenneth W., and Ashish K. Jha 2014. "Restoring Trust in VA Health Care." <i>New England Journal of Medicine</i> 371 (4): 295-297. {C}

<b>10/16/2022</b>	<b>TAKE HOME ESSAY DUE</b>	
10/17/2022	Social Determinants of Health	Kolak, Marynia, Jay Bhatt, Yoon Hong Park, Norma A. Padrón, and Ayrin Molefe. 2020. "Quantification of Neighborhood-Level Social Determinants of Health in the Continental United States." <i>JAMA Network Open</i> 3: e1919928-e28.
10/19/2022	Health Inequalities	Marmot, Michael. 2005. "Social determinants of health inequalities." <i>Lancet</i> 365 (9464): 1099-1104. {C}  Webb, Bryant Cameron, Sean L. Simpson, and Kristen G. Hairston. 2011. "From Politics to Parity: Using a Health Disparities Index to Guide Legislative Efforts for Health Equity." <i>American Journal of Public Health</i> 101: 554-60. {C}
10/24/2022	Health Inequalities	del Pino, Sandra, Sol Beatriz Sánchez-Montoya, José Milton Guzmán, Oscar J. Mújica, Juan Gómez-Salgado, and Carlos Ruiz-Frutos. 2019. "Health Inequalities Amongst People of African Descent in the Americas, 2005–2017: A Systematic Review of the Literature." <i>International Journal of Environmental Research and Public Health</i> 16: 3302.
10/26/2022	Pollution and Health	"Health Care Pollution and Public Health Damage in the United States: An Update." 2020. <i>Health Affairs</i> 39: 2071-79.
10/31/2022	Pollution and Health	Pope, C. Arden III, Majid Ezzati, and Douglas W. Dockery 2009. "Fine-Particulate Air Pollution and Life Expectancy in the United States." <i>New England Journal of Medicine</i> 360 (4): 376-386. {C}

11/2/2022	Obesity	Video: Weight of the Nation <a href="https://www.youtube.com/watch?v=T24B6T-hp0E">https://www.youtube.com/watch?v=T24B6T-hp0E</a>  Park, Hyunbong, and Soyoung Yu. 2019. "Policy Review: Implication of Tax on Sugar-Sweetened Beverages for Reducing Obesity and Improving Heart Health." <i>Health Policy and Technology</i> 8: 92-95.
11/7/2022	Politics of Food	Bassarab, Karen, Jill K Clark, Raychel Santo, and Anne Palmer. 2019. "Finding Our Way to Food Democracy: Lessons from Us Food Policy Council Governance." <i>Politics and Governance</i> 7: 32-47.
11/9/2022	Politics of Vice	Cutcliffe, John R., and Belal Saadeh. 2014. "Grounded in Evidence or a Puritanical Legacy: A Critique of Twenty-First-Century Us Drug Policy." <i>Mental Health and Substance Use</i> 7: 195-206.
11/14/2022	Infectious Diseases	Powderly, William G., Sarah Moreland-Russell, and Ross C. Brownson. 2016. "Public Policy and Infectious Disease Prevention and Control." In <i>Prevention, Policy, and Public Health</i> , eds. Amy A. Eyler and Jamie F. Chriqui: Oxford University Press.
11/16/2022	Infectious Diseases	
<b>11/21/2022</b>	<b>Fall Break</b>	
<b>11/23/2022</b>	<b>Fall Break</b>	
11/28/2022	Reproductive Health	Understanding Intimate Partner Violence as a Sexual and Reproductive Health and Rights Issue in the United States <a href="https://www.guttmacher.org/about/gpr/2016/07/understanding-intimate-partner-violence-sexual-and-reproductive-health-and-rights">https://www.guttmacher.org/about/gpr/2016/07/understanding-intimate-partner-violence-sexual-and-reproductive-health-and-rights</a>  Pourat, Nadereh, E. Richard Brown, Natasha Razack, and William Kassler. 2002. "Medicaid Managed Care and Stds: Missed Opportunities to Control the Epidemic." <i>Health Affairs</i> 21: 228-39. {C}

11/30/2022	Sexual Health	Video: The Age of AIDS: Part I Chapters Five through Eight <a href="http://www.pbs.org/wgbh/pages/frontline/aids/">http://www.pbs.org/wgbh/pages/frontline/aids/</a>
12/5/2022	Sexual Health	Video: The Age of AIDS: Part II Chapters One through Four <a href="http://www.pbs.org/wgbh/pages/frontline/aids/">http://www.pbs.org/wgbh/pages/frontline/aids/</a>
<b>12/9/2022</b>	<b>TAKE HOME ESSAY TWO DUE</b>	