

The Politics of Health

GOV 370V | Unique: 40570

Professor Eric L. McDaniel

emcdaniel@austin.utexas.edu

Office: Batts Hall 4.122

Office Hours: Monday, Tuesday, and Wednesday 10:00 AM–11:00 AM

Fall 2026 | Days: Monday and Wednesday

Time: 2:00–3:15 | Classroom: UTC 3.132

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1 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 policymaking process, substantial knowledge of the American healthcare system, and an understanding of the roots of current debates in American healthcare policy.

2 Prerequisite

The prerequisites for this course are upper division standing and six hours of lower division coursework in Government.

3 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 create an atmosphere of mutual respect and sensitivity.

4 Instructional Format

The course is taught using a “flipped classroom” format. Most of the lectures will be pre-recorded and posted for 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.

4.1 Engagement and Active Listening Statement

Your voice and presence matter in this classroom. Learning is not a passive activity where you just absorb information; it is a collaborative process built on engagement and active listening. To get the most out of this course, you are expected to fully show up for your peers and yourself.

Listening to understand—rather than just waiting for your turn to speak—creates a sharp, respectful, and energetic learning environment. Put away distractions, respect differing viewpoints, and bring your curiosity to every session. Your unique insights drive our class discussions, and your attention honors the community we are building together.

5 Course Policies

5.1 Statement on Technology in Class

Research shows that laptops in the classroom decrease engagement and can make learning harder. They are also extremely distracting for other students. As a general rule, **laptops, tablets and smartphones are not allowed in class**. There will be exceptions for days when we spend class time working on collaborative projects.

5.2 Email

To increase more substantive and positive communication with students, Prof. McDaniel will have limited use of email. Please only email Prof. McDaniel if there is an emergency, such as a health crisis. Please take time to attend office hours for all other situations. If you are unable to attend office hours, Prof. McDaniel can work with you to set up an alternative time to meet.

6 Required Materials

6.1 Required Texts

1. Wilenski, Sara E. and Joel B. Teitelbaum. 2023. *Essentials of Health Policy and Law*. 5th edition. Jones & Bartlett Learning.
2. No. 2 pencil for exams.
3. All other materials will be accessible through the UT Library.
4. Students are expected to be aware of current events and regularly read either the New York Times or the Washington Post. Further, students should familiarize themselves 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.

6.2 Required Films

All the films are available on Canvas, through the UT Library, 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. 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 filmmaker's underlying argument.

7 Coursework

Assessments in this class will be performed through quizzes, exams, in-class activities, and a policy research paper. Both 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. *All assignments and readings are to be completed before the designated class day.*

7.1 Citation

All papers require proper citation and a bibliography. All sources must be cited; not citing sources will result in a grade penalty. The complete lack of citation will result in a zero grade for the assignment. This course will use the American Political Science Association citation style. The use of other citation styles may result in a grade penalty. The APSA style manual can be referenced at [the APSA Style Manual guide](#).

7.2 Statement on the Use of Artificial Intelligence

The use of artificial intelligence tools (such as ChatGPT) in this class is strictly prohibited. This includes using AI to generate ideas, outline an approach, answer questions, solve problems, or create original language. All work must be your own.

8 Grade Distribution

8.1 Class Activities — 17.50%

To increase student engagement and skill development, the course will regularly have in-class activities. These activities will be related to course material and course goals. As a way to ensure everyone stays mentally prepared and actively processes the material, a portion of the class activity grade will be based on student performance when “randomly” or “cold” called on. Please note that being “cold” called in one class session has no bearing on whether or not you will be called in another class session. Finally, students will only receive credit for the class activity if they complete the quiz for that day.

8.2 Quizzes — 12.50%

To promote student preparation, there will be a quiz associated with each class. The quiz is to be completed on Canvas before the class begins. The quizzes will open 24 hours before class, and students will lose access to the quiz at 1:59 PM on the day of class. The quizzes will take multiple forms, such as multiple choice, identification, and matching. The material for quizzes will come from the readings, videos, and recorded lectures. There is no makeup for missed quizzes. Remember, students who do not complete the quiz will not gain credit for the in-class assignments.

8.3 Midterm — 20%

The course midterm will cover the material from the readings, videos, class discussions, and recorded lectures. The exam will consist entirely of multiple-choice questions, each offering more than five answer options. Some questions will have more than one correct response, and students must select all correct options to receive credit.

8.4 Final Exam — 30%

The course will have a comprehensive final exam on the designated date and time. The exam will be comprehensive, meaning that it will cover all the semester’s material. Like the Midterm

Exam, the Final Exam will consist entirely of multiple-choice questions, each offering more than five answer options. Some questions will have more than one correct response, and students must select all correct options to receive credit.

8.4.1 Test and Quiz Preparation

The best way to prepare for the quizzes and exams is to make sure that you fully understand the core concepts and how to apply them to a given situation. Your knowledge of the concepts should be developed well enough so that you can explain them back to someone else. If you can teach the concept to someone else, you will be able to successfully master the quizzes and exams. While there will be some factual questions, such as names, dates, and percentages, most of the quizzes and exams will be conceptual and applied. To do well in this course, you should plan to devote 2–3 hours of study for every hour of class time. It is highly advised that students prepare a glossary of terms and concepts to properly apply them to quizzes and exams. You will be expected to have mastery of the core concepts and events covered in the various course materials.

Tips:

1. Because exam questions offer more than five options and may have more than one correct answer, do not rely on eliminating obviously wrong choices alone; you must be able to evaluate every option on its own merits.
2. Remember that most of the concepts and events are related to each other. It is critical that you understand how they are related to each other.

Using notes during the exam

Students are allowed to use notes during the exam under specific guidelines. Students are allowed to submit a 250-word document via Canvas containing notes for the exam. For the midterm exam, it is due on October 21 at 5 PM (CDT) — the class immediately before the exam. For the final exam, it is due on December 10 at 5 PM (CDT).

8.5 Policy Research Paper — 20%

You are required to develop a policy research paper that details the history and government responses to a particular health-related issue. This paper will be completed in four (4) stages, each of which is graded and must visibly build on the one before it.

1. Proposed Policy Topic — Due October 7, 2026.

- *Students must complete and receive 80% or higher on a quiz related to Chapters 14 and 15 of *Essentials of Health Policy and Law* to submit their proposal.*
- The proposed topic must be framed as a question that connects explicitly to a specific in-class activity, lecture, or required film from Weeks 1–5 (cite the date and topic). Generic or free-standing topics not tied to course content will be returned ungraded.
- Submit a one-paragraph annotated bibliography for two sources located through the UT Library databases (not a general web search). Include the database name and search terms used.

2. First Draft of the Policy History — Due November 4, 2026.

- The draft must directly quote and engage with at least three specific, page-cited passages from *Essentials of Health Policy and Law* and at least one assigned reading covered in class discussion, explaining how each source supports or complicates your argument.

- Submit alongside the draft a one-page *research log*: a dated, running record of the sources you consulted, the search terms used, and how your argument changed over time. Drafts submitted without a research log will not be accepted.
- A portion of the draft's outline will be completed in class, by hand, during a scheduled workshop session and submitted on paper before being incorporated into the typed draft.

3. Peer Responses — Due November 18, 2026.

- Peer review will be conducted in class using tracked changes/margin comments on a classmate's draft; both the annotated draft and a half-page written response are submitted as part of your own grade.
- In your final paper, you must include a short reflection paragraph identifying at least one piece of peer feedback you incorporated and one you consciously rejected, with your reasoning.

4. Final Paper Submission — Due December 8, 2026.

- The final paper must include a short (250-word) section connecting your topic to a current Texas or federal policy debate from the current semester, citing a news article published within the current semester.
- Submit the complete process portfolio: proposal, first draft with instructor/peer comments, research log, and final paper. Grading weighs the consistency of argument and sourcing across all four stages, not just the polish of the final product.

8.6 Coursework Contribution to Final Grade

Quizzes	12.5%
Class Activities	17.5%
Policy Research Paper	20%
Midterm Exam	20%
Final Exam	30%
Total	100%

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

9 Expectations

9.1 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 to 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?

9.2 Professionalism

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

9.3 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, 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, without any profanity.
5. Raise your hand. This helps maintain order in the classroom and ensures that everyone has a chance to talk.
6. Be courteous. Refrain from interrupting or engaging in private conversation while others are speaking. Additionally, limit disruptive behavior, such as reading newspapers, personal grooming, etc.

9.4 Recording of Lectures

Advance written permission is required to record classroom lectures, discussions, or presentations (“lectures”). When granted, permission to record lectures is subject to the limitations set forth in this policy. Violations of this policy may constitute copyright infringement in violation of federal or state law and may be subject to University disciplinary action.

II. Definitions

A. *Course Materials* mean lecture notes, outlines, slides, PowerPoint presentations, readings, or other content made available to students by the instructor or presenter, or through any University online learning system.

B. *Recording* means a video or audio replication or photographic image recorded on devices including, but not limited to, audio recorders, video recorders, cell phones, smartphones, digital cameras, media players, computers, or other devices that record images or sound.

III. Requirements and Limitations

A. *Advance Written Permission*

Recording classroom lectures is prohibited unless advance written permission is obtained from the class instructor and any guest presenter(s). An instructor may provide such permission to an entire class as part of the course syllabus or other written description of a course. Students who require recording or other adaptations of lectures as a reasonable accommodation for a disability should contact the Office of Disability Support Services (DSS) in advance of the lecture to obtain permission for the recording.

In the event that permission to record classroom lectures is granted, the professor may notify all students, speakers, and other lecture attendees in advance that recording may occur. Every effort should be made to protect the confidentiality of a student with a disability who is being granted an accommodation; i.e., the professor will not name the student who is doing the recording when it is due to a disability accommodation.

B. *Limitations on the Use of Recordings and Materials*

Permission to allow lecture recording is not a transfer of any copyrights in the recording or related course materials. Such recordings and materials may be used only for individual or group study with other students enrolled in the same class and may not be reproduced, transferred, distributed, or displayed in any public or commercial manner.

Students must destroy recordings at the end of the semester in which they are enrolled in the class.

9.5 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 their 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 Wednesday, September 16, students must submit a complaint **BEFORE** Wednesday, September 30. Once class is over on that Wednesday, no complaints will be considered for that assignment.

Since class time is limited, we will only address 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.

9.6 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 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 for always being respectful to 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.

9.7 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 from 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.

9.8 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 to use proper etiquette when sending e-mail messages. For tips on proper e-mail etiquette visit [101 Email Etiquette Tips](#).

9.9 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.

9.10 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, 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 about the class, *make sure to check Canvas first*.

9.11 Excused Absences

An absence from class will only be excused if proper documentation from a university representative is presented. If you have an emergency that prevents you from attending class, please contact the Dean of Students to obtain 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 submitted within a week of your return.

9.12 Make-up Exams

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

9.13 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.

9.14 Changes to the Course

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

10 University Policies

10.1 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 a 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 Dean of Students Academic Integrity page](#).

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 the definition of plagiarism, please refer to [the University Registrar’s General Information Catalog](#).

In the event that 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.

10.2 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.

10.3 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:

10.4 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). [Services for Students with Disabilities](#).

10.5 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 of anxiety or depression, we strongly encourage you to seek support: [Counseling and Mental Health Center — Individual Counseling](#).

10.6 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 the 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 [the Sanger Learning Center](#) or call 512-471-3614 (JES A332).

Undergraduate Writing Center: [uwc.utexas.edu](#)

Libraries: [lib.utexas.edu](#)

ITS: [utexas.edu/its](#)

Student Emergency Services: [Student Emergency Services](#)

10.7 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.

10.8 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 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. For more information about reporting options and resources, visit [titleix.utexas.edu](#) or contact the Title IX Office at titleix@austin.utexas.edu.

Emergency Evacuation

The following recommendations regarding emergency evacuation come from the Office of Campus Safety and Security, 512-471-5767, [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 instructions 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: utexas.edu/emergency.

11 Course Schedule

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

Date	Topic	Materials
Aug. 24	Course Introduction	
Aug. 26	Defining Public Policy	<i>Essentials of Health Policy and Law</i> Ch. 1
Aug. 31	Policy Analysis	Weimer, David L. 2018. "Policy Analysis in the United States." In <i>Policy Analysis in the United States</i> , ed. John Hird. Bristol University Press. 9–30.
Sept. 2	Political Nature of Health Care	<i>Essentials of Health Policy and Law</i> Ch. 2 Conrad, Peter. 1992. "Medicalization and Social Control." <i>Annual Review of Sociology</i> 18(1): 209–32.
Sept. 7		LABOR DAY
Sept. 9	Political Nature of Health Care	<i>Essentials of Health Policy and Law</i> Ch. 3
Sept. 14	American Health Care System	<i>Essentials of Health Policy and Law</i> Ch. 4 Video: Sick Around the World
Sept. 16	Policy Research Paper	<i>Essentials of Health Policy and Law</i> Ch. 14 & 15
Sept. 21	Public Health	<i>Essentials of Health Policy and Law</i> Ch. 5 Video: The Most Dangerous Woman in America
Sept. 23	Rights, Values and Health Policy	<i>Essentials of Health Policy and Law</i> Ch. 6 Video: The Vaccine War
Sept. 28	Failures of American Health Care	<i>Essentials of Health Policy and Law</i> Ch. 7 Wager, E. & Cox, C. International Comparison of Health Systems. In Altman, Drew (Editor), <i>Health Policy 101</i> (KFF, October 2025) Video: Escape Fire

Date	Topic	Materials
Sept. 30	Health Insurance	<i>Essentials of Health Policy and Law</i> Ch. 8 Video: Sick Around America
Oct. 5	Health Economics	<i>Essentials of Health Policy and Law</i> Ch. 9 Hall, Alicia. Quality of Life and Value Assessment in Health Care. <i>Health Care Analysis</i> . 28, 45–61
Oct. 7	Government Health Programs	<i>Essentials of Health Policy and Law</i> Ch. 10
Oct. 12	Health Care Reform	<i>Essentials of Health Policy and Law</i> Ch. 11
Oct. 14	Affordable Care Act	<i>Essentials of Health Policy and Law</i> Ch. 12
Oct. 19	Affordable Care Act	McGough, Matt, Jared Ortaliza, Justin Lo, and Cynthia Cox. 2026. "What We Know So Far About 2026 ACA Marketplace Enrollment, Premiums, and Deductibles." KFF. https://www.kff.org/affordable-care-act/what-we-know-so-far-about-2026-aca-marketplace-enrollment-premiums-and-deductibles Steinzor, Pearl. 2026. "5 Consequences If ACA Premium Subsidies End in 2026 — AJMC." https://www.ajmc.com/view/5-consequences-if-aca-premium-subsidies-end-in-2026.
Oct. 21	Midterm Preparation	
Oct. 26	MIDTERM EXAM	Bring No. 2 Pencil
Oct. 28	Social Determinants of Health	Wolff, Jonathan. 2009. "Disadvantage, Risk and the Social Determinants of Health." <i>Public Health Ethics</i> 2 (3): 214–223.

Date	Topic	Materials
Nov. 2	Social Determinants of Health	Doran, Kelly M., Elizabeth J. Misa, and Nirav R. Shah. 2013. “Housing as Health Care — New York’s Boundary-Crossing Experiment.” <i>New England Journal of Medicine</i> 369 (25): 2374–2377 Dean, Hazel D., and Kevin A. Fenton. 2010. “Addressing Social Determinants of Health in the Prevention and Control of HIV/AIDS, Viral Hepatitis, Sexually Transmitted Infections, and Tuberculosis.” <i>Public Health Reports</i> 125 (Suppl 4): 1–5 Nutbeam, D. and Lloyd, J.E. 2021. Understanding and responding to health literacy as a social determinant of health. <i>Annual Review of Public Health</i>, 42(1), pp.159–73.
Nov. 4	Health Inequalities	Marmot, Michael. 2005. “Social determinants of health inequalities.” <i>Lancet</i> 365 (9464): 1099–1104 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.
Nov. 9	Pollution and Health	Dedoussi, Irene C., Sebastian D. Eastham, Erwan Monier, Steven R. H. Barrett. 2020. Premature mortality related to United States cross-state air pollution. <i>Nature</i> 578: 261–265 Lin L, Yang H and Xu X (2022) Effects of Water Pollution on Human Health and Disease Heterogeneity: A Review. <i>Frontiers Environmental Science</i>. 10:880246. doi: 10.3389/fenvs.2022.880246
Nov. 11	Obesity	Wang, Y., Beydoun, M.A., Min, J., Xue, H., Kamin-sky, L.A. and Cheskin, L.J. 2020. Has the prevalence of overweight, obesity and central obesity leveled off in the United States? Trends, patterns, disparities, and future projections for the obesity epidemic. <i>International Journal of Epidemiology</i>. 49(3), pp.810–823. Williams, Elizabeth. 2026. “Medicaid Coverage of and Spending on GLP-1s.” KFF. https://www.kff.org/medicaid/medicaid-coverage-of-and-spending-on-glp-1s. Video: Weight of the Nation

Date	Topic	Materials
Nov. 16	Politics of Food	Pineda, E., Poelman, M.P., Aaspõllu, A., Bica, M., Bouzas, C., Carrano, E., De Miguel-Etayo, P., Djoseparto, S., Blenkuš, M.G., Graca, P., Geffert, K., Hebestreit, A., Helldan, A., Henjum, S., Huseby, C.S., Gregório, M.J., Kamphuis, C., Laatikainen, T., Løvhaug, A.L., et al., Vandevijvere, S. (2022). “Policy implementation and priorities to create healthy food environments using the Healthy Food Environment Policy Index (Food-EPI): A pooled level analysis across eleven European countries.” <i>The Lancet Regional Health — Europe</i>, 23. Muth, Mary K, and Brenna Ellison. 2026. “Q&A: Food Industry Responses to the Make America Healthy Again Initiative.” <i>Healthy Eating Research</i>. https://healthyeatingresearch.org/2026/03/food-industry-responses-to-the-make-america-healthy-again-initiative.
Nov. 18	Substance Abuse	Crable, E.L., Benintendi, A., Jones, D.K., Walley, A.Y., Hicks, J.M. and Drainoni, M.L. 2022. Translating Medicaid policy into practice: policy implementation strategies from three US states’ experiences enhancing substance use disorder treatment. <i>Implementation Science</i>, 17(1), p.3 Saunders, Heather, Nirmita Panchal, and Robin Rudowitz. 2026. “Opioid Overdose Deaths: National Trends and Variation by Demographics and States.” KFF. https://www.kff.org/mental-health/opioid-overdose-deaths-national-trends-and-variation-by-demographics-and-states/ (August 5, 2026).
Nov. 23–27		THANKSGIVING BREAK
Nov. 30	Mental Health	Alegría, M., NeMoyer, A., Falgàs Bagué, I., Wang, Y. and Alvarez, K. 2018. Social determinants of mental health: where we are and where we need to go. <i>Current Psychiatry Reports</i>, 20, pp.1–13. Tan, Eli. 2026. “Meta Ordered to Pay \$567 Million Fine by New Mexico Judge.” <i>The New York Times</i>. New York. August 7.

Date	Topic	Materials
Dec. 2	Infectious Diseases	<i>Essentials of Health Policy and Law</i> Ch. 13 Otterman, Sharon. 2022. Why Polio, Once Eliminated, Is Testing N.Y. Health Officials. <i>The New York Times</i>. New York. October 3. Smith-Schoenwalder, Cecelia. “Tracking U.S. Measles 2026: 2,300 Cases Put Elimination Status at Risk.” US News & World Report. //www.usnews.com/news/health-news/articles/tracking-the-2026-u-s-measles-outbreaks
Dec. 7	Sexual Health	Barrow, R.Y. 2020. Recommendations for providing quality sexually transmitted diseases clinical services, 2020. <i>MMWR. Recommendations and Reports</i>, 68. Video: The Age of AIDS: Part I, Chapters Five through Eight
Dec. 11	FINAL EXAM 3:30 PM–5:30 PM	Bring No. 2 Pencil