International Development Studies 191-1: Senior Seminar
Global Health and Development
SYLLABUS: Winter 2007

Instructor: Alison Buttenheim, amb@ucla.edu
Class Time & Location: Wednesday 2:00-4:50, Public Policy 1264
Office Hours: By appointment, usually directly following class on Wednesday.

Course Overview
What is the relationship between health and poverty? In the context of development institutions and interventions, how can we characterize the impact of disease burden on development? Conversely, how has economic development affected the health of vulnerable populations? This course will address these questions through a combination of historical, theoretical, and empirical readings drawn from the fields of development, epidemiology, demography, economics, sociology, and social medicine. We will investigate specific diseases and review the role that governmental and nongovernmental organizations have played in addressing public health challenges. Other topics include health and human rights, cost-benefit analysis, globalization and trade, and economic crises and complex humanitarian emergencies. Through written work and class discussion, students will engage in rigorous and thoughtful debate about the history of public health and development initiatives, current constraints to good health, and potential solutions to the health problems of the world’s poor.

Our class meets once each week on Wednesdays from 2:00pm-4:50pm. Each week we will start with a discussion of methodologies, theories, interventions or conditions related to health and development, followed by one or more health-related case studies. We will take a 10-minute break at around 3:30pm.

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<td>Cost effectiveness analysis Case studies: Malaria and other parasitic and helminthic diseases</td>
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<td>Jan 24</td>
<td>The relationship between health and poverty: nations, communities, households Case studies: Protein energy malnutrition and micronutrient deficiencies</td>
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<td>The case for government intervention (taxes, transfers, infrastructure investment) Case studies: Tobacco and tobacco control</td>
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<td>Who’s in charge? Institutional responses from states, IFIs, NGOs, PPPs, the Bills Case studies: HIV and TB</td>
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<td>Research presentations Case studies: Avian flu, SARS, and looming pandemics</td>
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Required Readings at Ackerman Bookstore (or used/cheaper on Amazon)
PLUS: Course packet available at Course Reader Material, 1137 Westwood Blvd, 310.443.3303

Course website: http://www.sscnet.ucla.edu/07W/ids191-1/ Check frequently for updates!
Requirements and Evaluation

The course includes 100 possible points, distributed as follows:

- 20 pts Reading responses (Do 4 out of 7 assigned, worth up to 5 pts each)
- 10 pts Co-leading a seminar
- 50 pts Group research project
- + 20 pts Class participation

100 pts Total

Up to 10 points of extra credit may be earned by attending up to five seminars, lectures, or similar events at UCLA related to health and/or development. Each event earns 2 points. To earn extra credit, email me the title and date of the event, who spoke, and a short paragraph relating the event to our class. Please put “IDS 191 Extra Credit” in the email subject line. I will post relevant events on the List of Links section of the class website as I learn about them, and please keep me informed about any events that you hear of as well. If you want to attend an event in the community or at another university, please let me know in advance to make sure the event is appropriate for extra credit.

Detailed Reading Assignments

**YOU MUST BRING COPIES THE WEEK’S READINGS TO CLASS WITH YOU**

Week/Date Topics & Readings

1. Jan 10 Introduction & course overview:


Case studies: Smallpox and Polio:

- MS 1 (Smallpox)
- MS 4 (Polio)

Recommended readings:

2. Jan 17  Cost effectiveness analysis:

- PIH Chapter 3

Case studies: Malaria and other parasitic and helminthic diseases:

- MS 6 (Onchocerciasis)
- MS 10 (Guinea Worm)
- PIH pp. 72-76

3. Jan 24  The relationship between health and poverty: nations, communities, households:


Case study: Protein energy malnutrition and micronutrient deficiencies:

- MS 14 (Iodine Deficiency)

Recommended reading:


4. Jan 31  Health and rights


Case studies: Safe Motherhood, family planning, reproductive health
• MS 5 (Safe Motherhood)
• MS 12 (Family Planning)
• PIH 83-95

Recommended Reading:


5. Feb 7  Globalization, urbanization, SAPs, and trade


Case studies: Obesity, diabetes, cardiovascular disease


Recommended reading:


6. Feb 14  Delivering interventions: Health care systems

• PIH, Chapters 6-7

Case studies: Child health, diarrheal diseases, immunization
7. Feb 21  The case for government intervention (taxes, transfers, infrastructure investment)

- MS 8 (Progresas)
- The World Bank. The role of the government and the market in the health. *World Development Report 1993* (pp.52-71) [I will distribute]

**Case study: Tobacco and tobacco control**
- MS 13 (Tobacco Control)
- PIH, pp.112-119

**Recommended Readings:**


8. Feb 28  Who’s in charge? Institutional responses from states, IFIs, NGOs, PPPs, and the Bills


**Case studies: HIV/AIDS and TB**
- MS 2 (HIV/AIDS)
- MS 3 (Tuberculosis)
- PIH, pp. 61-72

**Recommended Reading:**


Case studies: Mental health, Conflict, CHEs, Refugees, IDPs

- PIH pp. 110-112, 124-126

**Recommended readings on shocks and vulnerability**


10. Mar 14  Case studies: Avian flu, SARS, and other “looming pandemics”


Assignment Details

I. Reading Responses:
You will complete four brief (800-word maximum) essays in response to topics posed by me. There will be one topic posed each week from Week 3 through Week 9. The topics will usually bridge the theoretical and case study readings. You may complete a reading response for any week in which you are not leading the seminar. Reading responses are not stream-of-consciousness journal entries, but rather concise, focused and well-structured essays that tie the readings together in substantive ways. Note:

- **Reading responses are due at the beginning of class in hard copy.** Late submissions (i.e. those emailed or delivered to me anytime after class) will lose one point per 24 hours, starting immediately after class.
- **Relevant readings should be cited but not directly quoted** – use your own words. Cite readings using the (Author, year) format, e.g., (Buttenheim, 2006) for one author; (Buttenheim & Nobles, 1999) for two authors; (Buttenheim et al., 2003) for three or more authors. Full citations at the end of the essay are not necessary if the source is on the class syllabus.
- **Please submit an edited draft along with your final copy for each reading response you do.** That is, print out a draft, pick up an actual pen or pencil, and fix the typos, clunky diction, poor grammar, run-on sentences, confusing structure and other suboptimal aspects of your writing. Hand in both the edited draft and the final. A peer edit can substitute for a self-edit. (Hint: the absolute best way to edit your writing is to read it out loud, preferably to a sympathetic audience, pet, or mirror.)
- **800-word maximum length.** Please note the word count at the end of the essay.
- **An optional fifth reading response may be submitted** that will replace your lowest-scoring response. (Note this is not a rewrite of an earlier response but a new response to a new topic. Remember that you can’t submit a response the week you lead seminar).

Grading Scale for Reading Responses:

- 4 Very good: Informative, well-structured, above average.
- 3 Acceptable: Meets expectations of assignment, no major errors or omissions
- 2 Poor: Some major errors or omissions, sloppy work
- 1 Wretched: Seriously sloppy, flawed, and/or incomplete work
- 0 No assignment turned in

II. Leading a Seminar:
During Week 2 you will sign up to lead one seminar with a small group of other students. Leading the seminar means being very familiar with all of the readings, preparing a set of coherent and compelling discussion questions, and moderating class discussion for the first portion of the seminar (about 35-45 minutes). You should feel free to produce overheads, use the blackboard, develop short exercises for the class, or generate any other creative pedagogical tools. Your discussion should help the class synthesize and integrate the substantive (i.e. not the case study) readings in useful ways. All facilitators for a given week will receive the same grade, reflecting in part how well each group member contributed to leading the session. Remember that you cannot submit a reading response the week you lead seminar.

**Grading Scale for Leading Seminar:**
- 9-10 Superlative: Students gained unique insight through lively debate.
- 7-8 Very good: Exceeds expectations for presentation and discussion
- 5-6 Acceptable: Solid presentation of material, acceptable level of discussion
- 3-4 Poor: Some major errors or omissions in presentation, little discussion
- 1-2 Wretched: Unprepared to lead class, no useful questions, poor facilitation
- 0 Did not lead a seminar.

### III. Group Research Project

During Week 2, you will form 3-4 person research groups. This group serves two important purposes. First, the group will work together on a substantive research project. Second, the group simulates the kind of working groups you will likely encounter in an international development career. I encourage you to use the group as a low-risk laboratory for building important team and interpersonal skills. You will need to quickly establish processes and protocols for getting your work done collaboratively. You will also have to cope with different schedules, learning styles, abilities, commitment to the end product, and tolerance for imperfection. The research project will focus on a particular population (a country, region, or demographic/ethnic subgroup) and a specific disease, condition, or risk factor and its attendant outcome or burden disparities. In a 10-15 page paper (not including tables, figures, and references), you will present:

- The epidemiology and burden of the disease or condition in the context of your selected population, including relevant disparities;
- The relationship of the disease/condition/disparity to economic development, development interventions, and development challenges in the selected country/region/population; and
- A concrete policy recommendation and action plan to reduce or eliminate the disease burden/disparity over a five-year period.

If your group is stumped on paper topics, skim through the course reader and/or the two books. There is no shortage of compelling health problems among vulnerable populations! The more focused and specific your topic, the better. “Securing low cost anti-retroviral therapy for HIV-positive commercial sex workers in urban Kenya” is much better than “AIDS in Africa.”

Five preliminary assignments leading up to the final paper are due as follows:

- **Week 4:** Paper topic
- **Week 6:** Bibliography
- **Week 8:** Outline, introductory paragraph, and preliminary action plan
- **Week 9:** First draft of paper
- **Week 10:** Your group will make a 10-minute presentation to the class.

**Grading for Group Research Project:**
- 5 pts Your individual contributions to the group (assessed by your peers)
- 20 pts Five preliminary assignments (5 total for first three, 5 for draft, 10 for presentation)
- 25 pts Final paper

**FINAL PAPER DUE WEDNESDAY MARCH 21 at 5pm via email to amb@ucla.edu.** When you send me your paper, please cc: yourself and the rest of your team. Print the email that you get from yourself with a timestamp on it. Hold onto this in case of any technical glitches.
Some fine print about the course, my expectations, and teaching style

This section of the syllabus is very important – please read through it carefully before committing to the course. We need to all be on the same page about how the course is going to proceed.

This course requires quite a bit of work, both reading and writing. Much of the reading is at a graduate level, and there is a lot of it. Allowing for individual differences in work style and ability, I expect students to spend at least 4-6 hours per week on class readings and another 2-4 hours on other assignments (reading responses, seminar leading, research group). If this workload is too much for you, please choose another senior seminar in the spring.

I expect a high level of maturity and coping ability from students. I don’t expect you to know everything you need to succeed in the course, but I do expect you to take the initiative to seek assistance, access resources, and solve problems on your own. Between Google, the excellent UCLA librarians, your smart friends, and your mom -- you should be able to handle it.

I cold call in class. That is, I may ask you to respond to a question, interpret a chart, summarize a reading, or get our conversation started even if you don’t volunteer. Cold calling is intended to provide an incentive to do the reading, to encourage diverse opinions and perspectives, and to spread the available airtime across all students. At the other end of the scale – if you are someone who talks a lot in class, please ensure that your comments are relevant, helpful, concise, insightful, and facilitate others’ contributions and understanding.

A note about grades. I do not enjoy assigning grades to student work. Unfortunately, it must be done. To make it easy on all of us, I try to be very clear about grading scales and expectations for each assignment. With very few exceptions, grades are not up for negotiation. Please do not try to bargain for more points on an assignment. It will not work, and it will make me grumpy. Also be aware that I’m not a big fan of grade inflation. In fact, earning an A is relatively difficult in this course. If this is going to be a problem for your GPA, your grad school applications, your parents, or your ego, then you should not take this course.

Finally, a word about classroom etiquette. Hopefully these are all obvious requests. Please: show up on time, bring your name card for the first several sessions, remove your headphones/hat/roller blades, don’t blatantly sleep through class, no food (drinks okay), and don’t leave during class unless it’s truly an emergency. And – please – turn off your *&%$ phone. If your phone rings, expect a lot of cold calls in subsequent classes. If my phone rings more than once, I’ll take the class out to dinner at the end of quarter. (I’m allowed one free ring because I have small kids. If you have small kids, your phone can ring once, too).