

# SIS-221: Politics of Global Health

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Office Hours: W, 2-5 & Th(R) 3-4.30; or by appointment. Any changes available via course website.

## Course Description and Objectives

Beginning with a overview of the most significant health and disease issues facing the global community—including HIV, TB, malnutrition, SARS and avian flu, and endemic diseases like malaria—this course will relate these non-traditional challenges to current theories and research in international relations. The course will examine the idea of human security and address whether health challenges pose similar threats to traditional security topics. It will also consider the set of international organizations and institutions that have arisen to address epidemic diseases, questioning how these differ or resemble other IOs. Finally, the course turns to contemporary political and social science research on these issues to stimulate potential student research and contributions.

A special focus is given to the problem of HIV/AIDS, as this is widely considered the disease most affecting international politics and the politics of development at the present time. We will give consideration into other diseases and health problems of current import, including discussion of why they have not been considered of equal import and as issues of international politics as HIV/AIDS has been. We will contextualize the problem of global AIDS into social science frameworks, offering a variety of possible theories for (in)action: organizational learning theory, transnational political network theory, global civil society, and as a problem of competing material interests.

## Learning Objectives

In this course, we will do the following:

- *Analyze* the main problems related to diseases and health in international relations and development policy, as well as international efforts to control the spread of disease
- *Integrate* theory and practice through applying theory to current events and historical cases via written work.

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- *Assess* how theory and research are put into practice via institutions, programs, and policies.
- *Examine* the debates over the appropriateness of including health and disease within a political science framework
- *Consider* national and international responses to epidemics,

## Learning Outcomes

As a result of this course, students will be able to:

- *Identify* major policy problems and ideas in the field of global health, especially with reference to communicable diseases, development, and security.
- *Explain* current events and historical cases drawing on different schools of theory.
- *Demonstrate* how different ethical commitments and concepts of service emerge from competing theoretical perspectives and specific cases.

## Academic Integrity

Standards of academic conduct are set forth in the University's Academic Integrity Code, which can be found in the University catalog. By registering, you have acknowledged your awareness of the Academic Integrity Code, and you are obliged to become familiar with your rights and responsibilities as defined by the Code. Violations of the Academic Integrity Code will not be treated lightly, and disciplinary actions will be taken should such violations occur. Please see me if you have any questions about the academic violations described in the Code in general or as they relate to particular requirements for this course. You can read the University's full Academic Integrity Code at: <http://www.american.edu/provost/registrar/regulations/reg80.cfm>

## Emergency Preparedness

In the event of a declared pandemic (influenza or other communicable disease), American University will implement a plan for meeting the needs of all members of the university community. Should the university be required to close for a period of time, we are committed to ensuring that all aspects of our educational programs will be delivered to our students. These may include altering and extending the duration of the traditional term schedule to complete essential instruction in the traditional format and/or use of distance instructional methods. Specific strategies will vary from class to class, depending on the format of the course and the timing of the emergency. Faculty will communicate class-specific information to students via AU e-mail and Blackboard, while students must inform their faculty immediately of any absence due to illness. Students are responsible for checking their AU e-mail regularly and keeping themselves informed of emergencies. In the event of a declared pandemic or other emergency, students should refer to the AU Web site (<http://www.prepared.american.edu>) and the AU information line at (202) 885-1100 for general university-wide information, as well as contact their faculty and/or respective dean's office for course and school/college-specific information.

## Academic and Disability Support Services

If you experience difficulty in this course for any reason, please don't hesitate to consult with me. In addition to the resources of the department, a wide range of services is available to support you in your efforts to meet the course requirements.

Academic Support Center (x3360, MGC 243) offers study skills workshops, individual instruction, tutor referrals, and services for students with learning disabilities. Writing support is available in the ASC Writing Lab or in the Writing Center, Battelle 228. Counseling Center (x3500, MGC 214) offers counseling and consultations regarding personal concerns, self-help information, and connections to off-campus mental health resources. Disability Support Services (x3315, MGC 206) offers technical and practical support and assistance with accommodations for students with physical, medical, or psychological disabilities.

If you qualify for accommodations because of a disability, please notify me in a timely manner with a letter from the Academic Support Center or Disability Support Services so that we can make arrangements to address your needs.

## Assignments

Students in this course will complete four components for their assessed grade, according to the following table. Further details on all assignments will be available as the course proceeds.

Table 1: Assignment breakdown and Due Dates

Assignment	Percentage	Due Date
Class Participation	20%	Throughout term
Estimation Exercise	20%	Class before spring break (March 5)
Term Paper	40%	Final class
Poster/display	20%	Final class or final exam
Final Exam Day		May 8 (Tues. class) or May 3 (Th. class)

*I assume that you have completed the research methods course, SIS 206.* The paper and poster assignment in this course will require you to complete an original research exercise, and it is unlikely that you will be able to do so satisfactorily unless you have completed a social science research methods course. I will not provide the equivalent of such a course if you do not already have it; I can suggest a book or two that you can read, in addition to the readings for class.

The research paper will require you to conceive of and execute an original research project, either on your own, or in a 2–3 person group. I will provide more formal instructions in a few weeks, after the course gets underway.

## Policies, Expectations, and Rules

### Grading

No written work will be accepted for credit which you cannot verbally explain and defend in a cross-examination with the instructor, should he deem it necessary.

You will earn grades according to the criteria in Table 2.

Table 2: Grading Criteria

Grade	Description
A	Superior, outstanding scholarship and intellectual achievement
B	High attainment and notable degree of scholastic performance
C	Satisfactory performance, average level of achievement. Understands the essential elements.
D	Deficient but passing. A grade of D indicates a bare minimum performance.
F	Failure to meet minimum standards.

I expect that American University students, on average, will be able to perform at roughly a B level.

### **Attendance and participation**

You should attend all meetings of the course. I will assess participation based upon a combination of your in-class participation and on short quizzes that I will occasionally have in class. (The quizzes will primarily be upon the reading, and there are no makeups if you miss one.)

Students must, of course, participate in seminar each week. This requires actively contributing to our discussions, but quality is prized over quantity. Students will have to orally participate in each session to do their best, but I am more interested in excellent comments than in multiple comments. *Talking a lot is no guarantee of a high grade, but speaking not at all or infrequently will guarantee a low grade.*

While students can do very much to affect their overall participation grade, the determination of their performance level is ultimately mine.

Please note: if you need to miss class for a religious holiday observance, please simply inform me. We will work out alternative means for you to make up any assignments or material.

### **Computers**

I highly prefer that you do not use computers during seminar, as the temptation to check one's e-mail, sports scores, IM, and so forth is often too great for even the most hearty of us.

If you wish to use a computer in class or seminar, I will require you to use the computer for *note-taking only*. Should I discover that you are using the Internet, playing games, or any other activity that is not directly related to our work in the classroom, you will lose all in-class computer privileges for the rest of the term.

### **Submitted Work**

Please do turn work in on time, as I will not accept late assignments. If you cannot complete an assignment in a timely manner and turn it in late, I will make no guarantee to grade that assignment in a timely fashion.

*All final written work must and will be turned in as PDF files.* I will not accept Microsoft Office, Apple iWork, OpenOffice, or any other proprietary format. Why? First, many of these formats are

proprietary software, requiring the recipient to have the exact same software (or operating system!) as you used to prepare them; this is neither considerate nor financially feasible. In addition, these file formats have often been used by invidious people to transmit all sorts of computer maladies, and I prefer not to infect my computer with whatever infections yours may have. I will not look at work turned in using those formats and I will consider subsequent PDF files late work.

## Syllabus changes

I reserve the right to make changes to this syllabus—whether in schedule, readings, or other details—but will make all such changes public and will provide them to students as soon as such determination occurs.

## Required Materials

- “Brooks” — Max Brooks. 2006. *World war z: an oral history of the zombie war*. 1st ed. New York: Crown. ISBN: 0307346609
- “Farmer” — Paul Farmer. 2005. *Pathologies of power: health, human rights, and the new war on the poor : with a new preface by the author*. Vol. 4. Berkeley: University of California Press. ISBN: 9780520243262 (pbk. : alk. paper)
- “Price-Smith” — Andrew T. Price-Smith. 2002. *The health of nations: infectious disease, environmental change, and their effects on national security and development*. Cambridge, Mass. and London: MIT Press
- “Skolnik” — Richard L Skolnik. 2012. *Global health 101*. 2nd ed. Essential public health. Burlington, MA: Jones Bartlett Learning. ISBN: 0763797510 (pbk.)
- “Whiteside” — Alan Whiteside. 2008. *HIV/AIDS: a very short introduction*. Vol. 174. Oxford: Oxford University Press. ISBN: 9780192806925

## Schedule of Lectures, Readings and Assignments

Readings marked with a \* will be available on the course website. Others not part of the required texts are available via the AU Library databases (like JSTOR, WorldCat, Web of Science, and so forth).

### Week of January 16, 2012: Introduction

### Week of January 23, 2012: History/Background I

Readings:

- \*Michael B.A. Oldstone. 2009. *Viruses, plagues, and history: past, present and future*. Rev. and updated. Oxford & New York: Oxford University Press. Ch.1–4
- Skolnik, Ch. 1, 2

## **Week of January 30, 2012: History/Background II**

Readings:

- L. O. Kallings. 2008. The first postmodern pandemic: 25 years of HIV/AIDS. *Journal of Internal Medicine* 263 (3): 218–243. doi:[10.1111/j.1365-2796.2007.01910.x](https://doi.org/10.1111/j.1365-2796.2007.01910.x)
- Whiteside, all.

## **Week of February 6, 2012: Imaginings**

Readings:

- Brooks, all.
- Skolnik, Ch. 11 (for background on communicable diseases)

## **Week of February 13, 2012: Linking Health and Disease to Politics**

Readings:

- Price-Smith, Ch. Intro, 1
- Skolnik, Ch. 3
- \*Elizabeth Pisani. 2008. *The wisdom of whores: bureaucrats, brothels, and the business of aids*. 1st American ed. New York: W.W. Norton & Co. ISBN: 9780393066623 (hardcover). Ch. 3, 8.

## **Week 5 February 20, 2012: Frameworks**

Readings:

- \*Nathan A. Paxton. 2012 forthcoming. Political science(s) and the hiv pandemic: a critical analysis. *Contemporary Politics* Forthcoming. Available from course website.
- \*Andrew T. Price-Smith. 2009. *Contagion and chaos: disease, ecology, and national security in the era of globalization*. Cambridge, Mass. and London, England: MIT Press Ch. 1, 2. Available from course website

## **Week of February 27, 2012: Domestic Political Economies of Health**

Readings:

- Skolnik, Ch. 5
- Jacob Bor. 2007. The political economy of AIDS leadership in developing countries: an exploratory analysis. *Social Science & Medicine* 64, no. 8 (Apr.): 1585–1599. doi:[10.1016/j.socscimed.2006.12.005](https://doi.org/10.1016/j.socscimed.2006.12.005)

- Justin O. Parkhurst and Louisiana Lush. 2004. The political environment of HIV: lessons from a comparison of Uganda and South Africa. *Social Science & Medicine* 59 (9): 1913–1924. ISSN: 0277-9536, doi:[10.1016/j.socscimed.2004.02.026](https://doi.org/10.1016/j.socscimed.2004.02.026)
- Ann Swidler. 2006. Syncretism and subversion in AIDS governance: how locals cope with global demands. *International Affairs* 82, no. 2 (Jan.): 269–84. doi:[10.1111/j.1468-2346.2006.00530.x](https://doi.org/10.1111/j.1468-2346.2006.00530.x)

### **Week of March 5, 2012: Global and International Regimes**

Readings:

- Skolnik, Ch. 15
- \*Evan S. Lieberman. 2009. *Boundaries of contagion: how ethnic politics have shaped government response to AIDS*. Princeton, NJ: Princeton University Press. ISBN: 9780691132860 (cloth : alk. paper), Ch. 3. Available from course website.
- Theodore M. Brown, Marcos Cueto, and Elizabeth Fee. 2006. The world health organization and the transition from “international” to “global” public health. *American Journal of Public Health* 96 (1): 62–72

### **Week of March 12, 2012: Spring Break—No Class**

### **Week of March 19, 2012: Transnational Networks**

Readings:

- Anne-Emanuelle Birn and Armando Solórzano. 1999. Public health policy paradoxes: science and politics in the rockefeller foundation’s hookworm campaign in Mexico in the 1920s. *Social Science & Medicine* 49 (9): 1197–1213.
- Nielan Barnes. 2008. Paradoxes and asymmetries of transnational networks: a comparative case study of Mexico’s community-based AIDS organizations. [In eng]. *Soc Sci Med* 66, no. 4 (Feb.): 933–944. ISSN: 0277-9536 (Print), doi:[10.1016/j.socscimed.2007.11.014](https://doi.org/10.1016/j.socscimed.2007.11.014)
- Skolnik, Ch. 15

### **Week of March 26, 2012: Disease and Development I**

Readings:

- Ann Swidler and Susan Cotts Watkins. 2009. “teach a man to fish”: the sustainability doctrine and its social consequences. *World Development* 37, no. 7 (July): 1182–96. doi:[10.1016/j.worlddev.2008.11.002](https://doi.org/10.1016/j.worlddev.2008.11.002)
- Price-Smith, Ch. 3
- Skolnik, Ch. 9

## **Week of April 2, 2012: Disease and Development II**

Readings:

- \*Nathan A. Paxton. 2012. Plague, war, and democracy: political processes and the spread of HIV/AIDS. Draft manuscript
- Farmer, Part I (Ch. Intro–4)

## **Week of April 9, 2012: Human Rights**

Readings:

- Farmer, Part II, Ch. 5–9
- Skolnik, Ch. 4

## **Week of April 16, 2012: Disease and international security**

- Colin McInnes. 2006. HIV/AIDS and security. *International Affairs (Royal Institute of International Affairs 1944-)* 82 (2): 315–26. doi:[10.1111/j.1468-2346.2006.00533.x](https://doi.org/10.1111/j.1468-2346.2006.00533.x)
- Sue Peterson. 2002/2003. Epidemic disease and national security. *Security Studies* 12 (2): 43–81. doi:[10.1080/09636410212120009](https://doi.org/10.1080/09636410212120009)
- Stefan Elbe. 2006. Should HIV/AIDS be securitized? the ethical dilemmas of linking HIV/AIDS and security. *International Studies Quarterly* 50 (1): 119–144. doi:[10.1111/j.1468-2478.2006.00395.x](https://doi.org/10.1111/j.1468-2478.2006.00395.x)
- Alex de Waal. 2010. Reframing governance, security and conflict in the light of HIV/AIDS: a synthesis of findings from the aids, security and conflict initiative. *Social Science & Medicine* 70 (Jan.): 114–20. doi:[10.1016/j.socscimed.2009.09.031](https://doi.org/10.1016/j.socscimed.2009.09.031)
- Price-Smith, Ch. 4

## **Week of April 23, 2012: Poster Presentations—Final Papers due**