Instructor:
Ashley M. Fox, PhD, MA
Skype id: ashfoxly
Office Hours: Online 10am-12pm Thursday and available for Skype Call

Course Description and Objectives:
From the opioid crisis and Ebola quarantines to texting while driving, public health policy permeates our daily lives and is prominent in the news media. Civil libertarians criticize the overreaching hand of the “nanny state” in enforcing paternalistic health public policies while progressives bemoan the lack of a safety-net and social protections that contribute to entrenched health disparities. This course examines major political factors that shape health policy decision-making and the effect that policy decisions have on either increasing or decreasing inequalities in health among social groups. Specific questions include: What are the major health challenges facing developed and developing countries today? Why are some health conditions more likely to get on the public agenda than others? What types of policy responses are available to reduce health inequalities and why do some health policies actually exacerbate inequalities? Why is it so hard to incorporate clinical and economic evidence into public health policy decisions? When should public health campaigns employ fear and scare tactics versus positive social messaging?

This online course explores how policy is used as a tool to further public health goals and examines how political processes shape health policy and health outcomes both domestically and globally. The course is designed to introduce students of policy and politics to concepts and debates specific to the field of public health. Likewise, the course will introduce public health students to public policy concepts and approaches. The course will draw on readings and examples both from high-income and low- and middle-income countries and will explore similarities as well as differences in theories of the policy process pertaining to each.

Through an introduction to theoretical and applied concepts in public policy analysis and political science, students will learn how to assess the political feasibility of different public health policy options and how to craft persuasive policy briefs targeting decision makers at all levels of government. In addition to theory-based material, the course will draw on insights from a concrete set of case studies across a variety of public health policy topics and current events including: obesity policy, sexual and reproductive health policy, and drug policy. Topics may vary based on current events.

Learning Objectives
• Define and distinguish key terms and debates in public health policy
• Assess how political factors shape health policy decisions and their effects on health equity
• Discuss different social constructions of disease and implications for health equity
• Identify how health issues get on the public policy agenda and why health disparities issues have gotten less attention than other issues
• Critically compare political processes across diseases and health issues
• Refine your communication, discussion, writing, and research skills

CLASS EXPECTATIONS

Instructor Expectations
Online courses are not self-paced. In the Course Learning Activities section, we have clearly spelled out the timeline by which you are expected to complete each learning activity within the space of a week. In order to keep up with the material and the pace of the class, you will need to follow that timeline closely. In addition to receiving a penalty in your grade for late work, submitting work late may contribute to you falling behind in the class and will hinder our ability to give you timely feedback on your work. Keeping up with the course will also be critical to your ability to complete the final project.

It is also important to bear in mind that as an online course, experiencing technical difficulties will not be considered an acceptable excuse for late or incomplete work. We suggest that you develop a back-up plan in the event that your computer crashes or gets a virus, etc. This may mean identifying a library you can go to access a computer, having on hand an old back-up computer or work computer, etc.

For technical difficulties with Blackboard or questions about how to use Blackboard, you SHOULD contact ITS (ITS Service Desk). You SHOULDN'T contact the instructor about technical questions related to Blackboard.

We expect your contributions to the Discussion Board to be respectful, have a professional tone, and be written with appropriate spelling, grammar and punctuation (i.e., no emoticons or internet slang). Discussion boards replace in class discussions. Do not write anything in an online platform that you would not say to someone's face and write at a level of quality of a written assignment that you would turn into a professor. We strongly suggest you write out your posts in a document first, save them, and then copy and paste into Blackboard.

What You Can Expect of the Instructor
As the instructor for the course, I will also be keeping up with the pace of the course. I will return homework assignments to you within a week (by the following Sunday) and login on Thursdays and Fridays to respond to discussion threads in addition to regularly logging into create announcements, and for office hours, etc.

You are free to email me with questions anytime. Skype meetings may also be scheduled but need to occur during regular business hours Eastern Time (i.e., 9am-5pm).

Netiquette
Please observe proper "netiquette" -- courteous and appropriate forms of communication and interaction over the Internet (within your online course). This means no personal attacks, obscene language, or intolerant expression. All viewpoints should be respected.
For more information about Netiquette feel free to visit the following site:
http://www.albion.com/netiquette/corerules.html

NOTE: The instructor of this course reserves the right to remove any questionable or offensive material from public areas of this course.

**Accommodating Disabilities**

Reasonable accommodations will be provided for students with documented physical, sensory, systemic, cognitive, learning and psychiatric disabilities. If you believe you have a disability requiring accommodation, please notify the Director of Disabled Student Services (BA-120, 442-5490). That office will provide the course instructor with verification of your disability, and will recommend appropriate accommodations.

How to find out more

The University provides a great deal of information on the services it offers to disabled students which can be found on the Disability Resource Center page.

Contact information

Carolyn Malloch, Director of Disabled Student Services
cmalloch@albany.edu
BA-120
Phone: (518) 442-5490
Fax: (518) 442-5589
TTY: (518) 442-3366

**University Policies**

Any form of academic dishonesty will not be tolerated. Please refer to University at Albany’s Academic Code at: http://www.albany.edu/content_images/AcademicIntegrity.pdf for the definition of academic dishonesty. Ignorance of these policies will not excuse dishonest conduct. Violations of these standards will result in one of the following penalties or some variant: reduction in the grade for the assignment, failure of the assignment, failure of the course, or expulsion. In all cases, a Violation of Academic Integrity Report will be submitted to the Dean of Graduate Studies to be placed in your university file, with copies provided to you, the department head, and the Dean of Rockefeller College.

Students may appeal a grade on a specific assignment within two weeks of the assignment being returned. To submit an appeal, the student should return the original graded assignment and a letter/memo outlining why you think the grade should be changed. Appeals must be submitted on paper, typed-written. In the appeal, students must identify 1) the specific issue you believe should be reconsidered and 2) evidence from assignment instructions, assigned readings, lectures, or other materials that would indicate your original submission is worthy of a higher grade. Be aware that your grade may go up, down, or remain the same as a result of your appeal.
Seeking problem sets, answers to problem sets, past exams, or past exam answers from any previous student is prohibited without my expressed, written permission. I will treat such behavior as serious academic misconduct by both the current and past student.

Students with needs consistent with the Americans with Disability Act should inform the instructor during the first week of class so that reasonable accommodations can be made.

YOUR NEXT STEPS

The Bulletin Board is a discussion area for our class outside the context of a particular course module. Just as you have the opportunity to talk or chat with each other or with the instructor when taking a conventional classroom course, you should also have the opportunity to do the same in a web course. The Bulletin Board is available only to students enrolled in this class to post and/or read messages and respond. These can include questions or comments to other students and me about course material, assignments, readings, etc. It is also a place where you can go to socialize and have open discussion on subjects of your interests.

Meet Your Classmates is where you will introduce yourself to the class. You will find my profile and the profiles of the other students in this course. Your profile will help us get to know each other and begin to build a sense of class community, so please feel free to personalize your profile by adding a link to your favorite web site or attach a digital image of yourself. Since profiles will be posted as people join the course, you may have to return to Meet Your Classmates several times during the first few weeks of class to read the latest entries.

As your next steps, click on the Discussions link (on tool bar on the left) and complete the following tasks:

- Click on Bulletin Board. Post an item to start a discussion or read other students' responses, if there are any, and respond.
- Click on Meet Your Classmates. Select the Create Message button and be sure to enter your name in the subject field. To submit select the Post button.
- When you have completed these two tasks, you are ready to begin the first module of the course under the Course Content link (tool bar on the left).

Course Learning Activities and Grading

<table>
<thead>
<tr>
<th>Course grading</th>
<th>Points</th>
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<tbody>
<tr>
<td>Course Survey (intro week and last week)</td>
<td>20 points</td>
</tr>
<tr>
<td>Weekly Reading Comprehension checks</td>
<td>100 points</td>
</tr>
<tr>
<td>Weekly Discussion Posts and Replies</td>
<td>220 points</td>
</tr>
<tr>
<td>5 “Reflection Papers” on the Readings</td>
<td>100 points</td>
</tr>
<tr>
<td>Final paper</td>
<td>100 points</td>
</tr>
<tr>
<td>Total points</td>
<td>540 points</td>
</tr>
</tbody>
</table>
NOTE: There is no midterm in this class. Small cumulative assignments count for far more of your grade than large assignments. Therefore, it is critical to stay focused and engaged every week.

**Course Learning Activities**

*Class Readings.* This is a reading intensive course that relies heavily on the assigned readings for all assignments including discussions posts. As we have no in person meetings, the readings may be a bit more extensive than you are used to but bear in mind that you have an additional 4 hours of free time each week than you would if this were a face-to-face course. The readings have been carefully selected to be provocative and to introduce core concepts in the field. Some of the readings are older and may be considered “classics,” while others are more recent and may be assigned to highlight the empirical evidence on a topic or represent more recent developments in the field. Some readings will be from the popular press and investigative reports on a topic. I try most weeks to give an annotated bibliography of the assigned readings that explains why I have selected them and what concepts they are intended to illustrate. However, the readings elaborate much more extensively and contain far more information, which you will need to draw upon in your weekly discussion posts and other course assignments to succeed in this course.

For undergraduate and masters students taking this course, if a research article is assigned that contains an empirical component (i.e., methods, results, etc), you may skip those sections and focus on the Background and Discussion sections. The goal of the readings is not for you to evaluate the sufficiency of the methodological approach but rather the theoretical and ethical arguments that the articles are putting forward. For doctoral students, you may be asked in certain assignments to read the Methods portion of empirical papers or additional assigned reading and may be asked to evaluate or comment on empirical debates within the field.

*Reading load and assignment expectations will vary depending on the level of student enrolled in the course (i.e., undergraduate, masters, doctoral).* Each module also contains a reading summary and key learning objectives that give you a sense of what I want you to take away from the weekly readings. These are not a substitute for actually doing the readings, but are a helpful guide to highlighting salient points

In addition to the weekly readings, there will be **Video Resources** that you are asked to watch certain weeks. These are will not necessarily be lecture recordings, but rather are outside videos that are helpful in elucidating key concepts discussed in the weekly readings. You will be required to watch these and can incorporate them into your Discussion Posts or Critical Reading Reflections.

**Weekly Reading Comprehension checks** (10 assessments at 10 points each). Every Tuesday you will be required to complete a weekly reading comprehension assessment (due by 11:59pm ET). These will consist of 4-7 multiple choice questions that draw on concepts from the readings. These are graded, but you will have the opportunity to retake the assessment up to three times and update your answers and you will be granted more than ample time to complete the assessment. The “best” score will be counted. **I fully anticipate everyone being able to get 100**


**points on these as long as you take the time necessary to complete them.** The goal of the reading assessments is not to “quiz” you per se so much as to help you to focus in on key concepts and core ideas from the readings. The reading load for this course is heavy and represents the majority of work for the course. The assessments aim to keep you on track and progressing at a pace that will enable you to post your Discussion Post on Wednesday. At the end of this document is a course schedule that summarizes key due dates each week. While there are 15 weeks of content for this course, I will only count 10 of your reading comprehension checks. [This is because the first and last weeks of class are a survey rather than a reading assessment per se. However, please be sure to complete these as they are critical to the class evaluation and should not take long to complete].

Given that I will only count 10 of the Reading Comprehension checks, this allows you to be able to miss up to 3 without penalty. However, because I am allowing this, I will be very strict about enforcing the deadline that these need to be completed by 11:59 pm on Tuesday. **Please use this lifeline sparingly and do not abuse it early in the semester.**

**Weekly Discussion Posts and Replies (10 Discussion Posts and Responses at 10 points each 250-500 words):** Each week the instructor will pose a critical, policy relevant question and ask you to react using the week’s readings and outside sources. You will be required to respond to at least one of your classmates blog posts as well. Discussion posts should be no more than 500 words (approx. 2/3 of a page single-spaced, 12 pt font) and no less than 200 words (about 1/3 of a page single-spaced, 12 pt font). **PLEASE CHECK THE WORD COUNT OF YOUR POST BEFORE POSTING TO MAKE SURE IT ADHERES TO THESE GUIDELINES.** Discussion posts are expected to be posted by 11:59pm Wednesday evening. A grading rubric for the Discussion Posts is appended to the Syllabus.

**NOTE:** To make the discussion board manageable with 20-25 students in the class, you will be divided into groups of 4-5. You will only be responsible for reading/replying to other students’ discussion posts that are in your group. The Discussion Groups will be randomly assigned at the beginning of the semester. Undergraduates will be in Discussion groups with other undergraduate students and masters and doctoral students in separate discussion groups.

In addition to posting a Discussion Post on Wednesday, you will need to post a reply to at least one of your classmates posts by Thursday evening and then a reply to a reply by Friday. You may also post a reply that addresses issues raised in more than one of your classmates’ posts and raise questions. I will be weighing in on the Discussion Posts on Thursday to help guide the Discussion and then checking in again on Friday.

Like the Weekly Reading Comprehension Checks, I will only count 12 weeks’ worth of your Discussion posts. This means you are allowed to miss or drop up to three weeks of discussion posts without penalty. However, once again, because I am allowing this, I will be very strict about enforcing the deadlines that these need to be completed by. **Please use this lifeline sparingly and do not abuse it early in the semester.**

**Critical Reading Reflections (5 at 10 points each):** DUE FRIDAY BY 11:59pm. In addition to your weekly discussion posts, you will be asked to prepare 5 critical reading reflection papers
throughout the semester. These are slightly longer than discussion posts and should be between 1,000 to no more than 2,500 words. You may select which 5 weeks to prepare the reading reflection, but I strongly advise against waiting until the end of the semester to complete these. I would recommend taking a look at the course topics on the syllabus and identifying weeks where you find the material to be particularly interesting and plan ahead to prepare reflection papers for that week.

Much like the your Discussion Prompts, I will pose a question to help focus your commentary in the Reading Reflections, but the question will be a bit looser and less directed than the Discussion Prompt. The rubric for grading these is the same as for the Discussion Post, but the expectation is that you elaborate your points more extensively and draw on more than one of the

Readings for each week are chosen to reflect different theoretical orientations within the field and differences of opinion on certain issues. A good reflection paper will be able to identify these differences of opinions/orientations and comment on them. Avoid simply critiquing an article you did not agree with - instead show how the authors come to different conclusions or identify different causes of an issue. You may reflect on which position you agree with more and why, but avoid too much editorializing. You may apply the material to a recent health policy topic in the news to illustrate your point and link concepts to current events.

Final Paper - Critical Commentary or Investigative Report (100 points). Select a health topic and write a critical reflection paper that addresses the extent of the problem and at least one policy alternative that has been considered to address the problem. For instance, you might choose to explore maternal mortality in the US and the question of why it is higher than in other countries, if and why it is on the rise, or what accounts for race-ethnic disparities in maternal mortality. See these recent reports as examples: US News and World Report; ProPublica. Final papers should be a maximum of 8,000 words but can range from 3,000 to 8,000 words. The length is not nearly as important as the substance.

For PhD students, this paper can be written as a Commentary or Critical Review paper that could be submitted to a peer reviewed journal (see AJPH, SSM or Health Affairs blog for examples). I will also post some examples to draw from.

Masters-degree and Undergraduate students could write this as an Op-Ed or Blog style investigative report targeted at the Huffington post, Vox or other outlets. Real world examples will be posted in the Final Assignment. While I will not hold you to “real world” standards in my grading per se, you are expected to aspire to this level.
<table>
<thead>
<tr>
<th>Session #</th>
<th>Topic</th>
<th>Assignments Due</th>
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<tr>
<td><strong>Part I: Overview, and Definitions of Key Terms/Objectives</strong></td>
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</table>
| **Module 0:** Warm Up Session: Why Health Inequalities? [Aug 27-31] | No readings due this week, but see assignments. [note: since no readings are due this week, you could get a head start on the readings for the following week.] | Intro Survey [Tues 11:59pm]  
Discussion post [Wed 11:59pm]  
Reply to Disc Post [Thurs 11:59pm]  
Reply to Reply to Disc Post [Fri 11:59pm] |
| **Module 1:** Introduction: Health inequalities within and between countries [Sept 3-7] | Readings: | Reading Assessment [Tues 11:59pm]  
Discussion post [Wed 11:59pm]  
Reply to Disc Post [Thurs 11:59pm]  
Reply to Reply to Disc Post [Fri 11:59pm] |
| Video Materials: | | |
| • Global Health Inequalities: [https://www.youtube.com/watch?v=elug11ocG3A](https://www.youtube.com/watch?v=elug11ocG3A) | | |
| • Hans Rosling Talks: [https://www.ted.com/talks/hans_rosling_reveals_new_insights_on_poverty](https://www.ted.com/talks/hans_rosling_reveals_new_insights_on_poverty); [https://www.ted.com/talks/hans_and_ola_rosling_how_not_to_be_ignorant_about_the_world](https://www.ted.com/talks/hans_and_ola_rosling_how_not_to_be_ignorant_about_the_world); [https://www.youtube.com/watch?v=Z8t4k0Q8e8Y](https://www.youtube.com/watch?v=Z8t4k0Q8e8Y); [https://www.youtube.com/watch?v=1vr6Q77iUHE](https://www.youtube.com/watch?v=1vr6Q77iUHE) | | |
Module 2: Why Public Health Policy?  
[Sept 10-14]  
Readings:  

Video Resources: 
- Introduction to Unnatural Causes: In Sickness and in Wealth  

Part II: Health Inequalities and Public Policy in High Income Countries  
Module 3: Inequality and Health  
[Sept 17-21]  
Readings:  
- Picketty summary.  

Video Resources:  
- Dysfunctional Societies: How Equality Makes Societies Stronger;  
- Health inequalities and the Glasgow effect  

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<tr>
<th>Reading Assessment</th>
<th>Discussion post</th>
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<th>Reply to Reply to Disc Post</th>
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<td>[Tues 11:59pm]</td>
<td>[Wed 11:59pm]</td>
<td>[Thurs 11:59pm]</td>
<td>[Fri 11:59pm]</td>
<td>[Sat 11:59pm]</td>
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</table>
**Module 4: Health Inequalities: Socio-Economic and Race-Ethnic Health Disparities in High Income Countries and Proximal Causes**

### Readings


### Video Resources:

- Unnatural Causes: When the Bough Breaks
- Unnatural Causes: Place Matters

**Module 5: What makes health inequalities unjust?**

### Readings

- Deaton from Is Justice Good for Our Health?

### Video Resources:

- Unnatural Causes: Becoming American [Discusses the “Latino Health Paradox” and shows that not all inequalities produce disadvantage.]
- Unnatural Causes: Bad Blood [Discusses the reasons for higher diabetes rates among Pima Indians including genetics versus social causes]
- Justice, Equality and Global Health [summarizes Rawl’s theory of justice as applied to health inequalities]
**Module 6:**  
[Oct 8-12]  
**Policy Solutions to Health Inequalities and Ethical Considerations**

**Readings:**


**Video Resources:**

- [Global Health Ethics - A Framework for Thinking](#)
- [Global Health Ethics (understudying right and wrong)](#)
- [Unnatural Causes: Not Just a Paycheck](#) [documents how social policies can buffer against economic hardship]

**Module 7:**  
[Oct 15-19]  
**Losing Ground: The Opioid Crisis, Diseases of Despair and Declining Life Expectancy in the US**

**Readings:**

- Guo, J. “*How dare you work on whites*: Professors under fire for research on white mortality.” *April 6, 2017.*

PART III: Health Inequalities and Public Policy in Low- and Middle-Income Countries

Module 8: Causes of Health Inequalities btw Low and High-Income Countries: Globalization, Structural Adjustment, Colonialism/Neocolonialism

Readings:

• Farmer, P. The Uses of Haiti. Excerpts.
• Pogge, Thomas. “World Poverty and Human Rights” in Ethics and International Affairs 19/1 (2005), 1-8;

Video Resources:
• Unnatural Causes: Collateral Damage [Video about US relationship with the Marshall Islands and TB]

Module 9: Historical Remedies to Health Inequalities- Social Medicine, Alma Ata and Health for All

Readings:


Reading Assessment [Tues]
Discussion post [Wed]
Reply to Disc Post [Thurs]
Reply to Reply to Disc Post [Fri]
Video Resources: TBD

Module 10: Policy Solutions: Development Assistance for Health
[Nov 5-9]
Readings:

Video Resources:
- Singer: The Why and How of Effective Altruism (TED Talk):
  https://www.ted.com/talks/peter_singer_the_why_and_how_of_effective_altruism

Module 11: Agenda-Setting and Public Health Policies
[Nov 12-16]
Readings:
- Shiffman, J. Generating Political Priority for Maternal Mortality Reduction in 5 Developing Countries. American Journal of Public Health; May 2007; 97, 5; pg. 796

Video Resources: TBD

Module 12: NO CLASS DUE TO THANKSGIVING HOLIDAY
[Nov 19-23]

Module 13: Global Health Governance
[Nov 26-30]  
Readings:

• Easterly, W. The Trouble with the Sustainable Development Goals. Current History.

Video Resources: TBD
<table>
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<tr>
<th>Module 14: Politics of Implementation and Evaluation</th>
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<td><strong>Readings</strong></td>
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<td>Video Resources: TBD</td>
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<tr>
<td><strong>Reading Assessment [Tues]</strong></td>
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<td><strong>Discussion post [Wed]</strong></td>
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<td><strong>Reply to Disc Post [Thurs]</strong></td>
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<td><strong>Reply to Reply to Disc Post [Fri]</strong></td>
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<th>Module 15: Final Papers Due</th>
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<tr>
<td><strong>Final Papers Due: Dec 14th</strong></td>
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<td><strong>[Dec 10-14]</strong></td>
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# COURSE CALENDAR AND ASSIGNMENT SCHEDULE

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<th>Start</th>
<th>End</th>
<th>Notes/Due Dates</th>
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<tbody>
<tr>
<td>Ice-Breaker Module</td>
<td>Mon Aug 27</td>
<td>Fri Aug 31</td>
<td>Standard</td>
</tr>
<tr>
<td>Module 1: Introduction: Health inequalities within and between countries</td>
<td>Tues Sept 4</td>
<td>Fri Sept 7</td>
<td>Mon Sept 3 is Labor Day. As nothing is normally due on Monday, no due dates for this week are changed. [Reading Comprehension Check is still due Tues, Discussion Post Wed, Reply to Discussion Post Thurs, Reply to Reply Fri.]</td>
</tr>
<tr>
<td>Module 2: Why Public Health Policy?</td>
<td>Tues Sept 11</td>
<td>Fri Sept 14</td>
<td>Mon Sept 10 is Rosh Hashanah and classes are formally suspended. However, like the previous week, as nothing is normally due on Monday, no due dates for this week are changed.</td>
</tr>
<tr>
<td>Module 3: Inequality and Health</td>
<td>Mon Sept 17</td>
<td>Sat Sept 22</td>
<td>Wednesday is Yom Kippur. Therefore, due dates will be pushed back by one day this week. [Reading Comprehension Check is still due Tues, Discussion Post Thurs, Reply to Discussion Post Fri, Reply to Reply Sat]</td>
</tr>
<tr>
<td>Module 4: Health Inequalities: Socio-Economic and Race-Ethnic Health Disparities in HICs</td>
<td>Mon Sept 24</td>
<td>Fri Sept 28</td>
<td>Standard</td>
</tr>
<tr>
<td>Module 6: Policy Solutions to Health Inequalities and Ethical Considerations</td>
<td>Mon Oct 8</td>
<td>Fri Oct 12</td>
<td>Standard [Note: Professor will be in the UK for a conference this week. Expect non-standard timing of logons and office hrs]</td>
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<tr>
<td>Module 7: Losing Ground: The Opioid Crisis, Diseases of Despair and Declining Life Expectancy in the US</td>
<td>Mon Oct 15</td>
<td>Fri Oct 19</td>
<td>Standard</td>
</tr>
<tr>
<td>Module 8: Causes of Health Inequalities btw Low and High-Income Countries</td>
<td>Mon Oct 22</td>
<td>Fri Oct 26</td>
<td>Standard</td>
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<tr>
<td>Module 9: Historical Remedies to Health Inequalities-Social Medicine, Alma Ata and Health for All</td>
<td>Mon Oct 29</td>
<td>Fri Nov 2</td>
<td>Standard</td>
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<tr>
<td>Module 10: Policy Solutions: Development Assistance for Health</td>
<td>Mon Nov 5</td>
<td>Fri Nov 9</td>
<td>Standard</td>
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<tr>
<td>Module 11: Agenda-Setting and Public Health Policies</td>
<td>Mon Nov 12</td>
<td>Fri Nov 16</td>
<td>Standard</td>
</tr>
<tr>
<td>Module 12</td>
<td>No class</td>
<td>No class</td>
<td>THANKSGIVING. Given the short nature of the week and how it would impact due dates, we will take this week off.</td>
</tr>
<tr>
<td>Module 13: Global Health Governance</td>
<td>Mon Nov 26</td>
<td>Fri Nov 30</td>
<td>Standard</td>
</tr>
<tr>
<td>Module 14: Politics of Implementation and Evaluation</td>
<td>Mon Dec 3</td>
<td>Fri Dec 7</td>
<td>Standard</td>
</tr>
<tr>
<td>Culminating Activity</td>
<td>Mon Dec 10</td>
<td>Fri Dec 14</td>
<td>Final Papers due on the 14th</td>
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Grading Rubric: Discussion Posts/Critical Reflection Papers

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<thead>
<tr>
<th>Points</th>
<th>Explanation</th>
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| Solid Work (9-10 points)            | Cites and draws on 2+ readings from the week [especially critical for Reading Reflection]  
                                        | Addresses all aspects of the Discussion Prompt(Reflection Paper) and follows instructions.  
                                        | Evidence of critical thinking/reflection  
                                        | Proper grammar, proofreading, etc.                                                                                                                                  |
| Acceptable but Just Scratching the Surface (8-9 points) | Inadequate citation of the weekly readings  
                                        | Uses opinion more than argument supported by weekly materials  
                                        | Follows some but not all of the Discussion Prompt(Reflection Paper) questions/instructions.  
                                        | Low or insufficient evidence of critical processing of the arguments presented in the week’s resources (e.g., misses major points/debates)  
                                        | Post/paper not well-written (e.g., syntax, grammar, spell-check)                                                                                                      |
| Needs Significant Improvement (5-8 points) | Assignment may be only partially completed or not following instructions.  
                                        | No effort to incorporate class resources.  
                                        | Completely disregarded Discussion prompt(Reflection Paper) question/instructions.  
                                        | Writing too poor to form a judgement/assign a grade.                                                                                                                        |
| Assignment Incomplete (0)           | Discussion post was not posted at all or within acceptable time frame.                                                                                                                                       |