PAM 3570:  
From HIV to Ebola:  
How People and Governments Respond to Health Crises  
Spring 2016

Professor Information:  
Dr. Eric McDermott  
2250C MVR Hall  
emm352@cornell.edu  
Office Hours:  
Th 1:00-3:00 & by appointment

Course Information:  
Time: Tu, Th 11:40-12:55  
Location: MVR G73  
Website: blackboard.cornell.edu

COURSE DESCRIPTION:  
This course examines the economic forces at work in issues of international health and development. We will learn theories of how individuals form networks in response to the presence of different types of disease, how they make decisions within a household or country to allocate resources towards health and development, as well as how they go about their search for a partner in the face of diseases like HIV. With this in mind, we will evaluate some economic policies that have been created to tackle health and development issues. Students will develop the ability to propose and evaluate economic policies in health and development in a way that is supported by economic theory.

LEARNING OBJECTIVES

At the end of this course, students will be able to:
1. Identify issues and concerns with public health policies that have been attempted.  
   (9. Expertise in a Substantive Policy Area)
2. Evaluate these policies using knowledge of economic theory.  
3. Propose a public health and/or development policy backed in economic theory and describe how to test this economic theory.  
   (5. Public Sector Economics; 12. Written Communication Skills)

COURSE FORMAT
We will focus on a different topic in each week of the course. Each week will consist of:
- Lectures that will introduce and contextualize the key issues
- Readings that offer additional background and competing perspectives
- Class discussions analyzing behavioral responses to various health and development challenges as well as policy responses.
COURSE REQUIREMENTS

1. Final Paper    Due: May 19 (4:30pm)    30%   (*proposal due Mar 24)
2. Prelims        (Mar 7, Apr 26)        70%   (35% each)

** If attendance during any student presentation drops below 80%, each of these categories will be decreased by 5% total and the quiz will count for 10% of your final grade.

1. Research Papers
You are asked to research a topic of interest to you. You must submit a paper proposal of 2-3 short paragraphs (must be less than 1 page double-spaced) at the date indicated on the syllabus. You must identify a health and/or development challenge as well as a policy response that has occurred and/or propose a policy response. A more detailed rubric and assignment description will be provided shortly, but the paper of 6-8 pages will provide the background of the problem, analysis of the response, compare and contrast to responses in other disasters, challenges, etc., and propose possible alternate ways of thinking about the problem. **Note that there are four class sessions set aside for student presentations. The top eight proposals will be asked to prepare an approximately 25 minute presentation on their topic. These individuals will receive 0.5 percentage points towards one of their prelim scores and the top overall out of these will receive an additional 1.0 percentage points. If attendance is less than 80% during any of the student presentation days we will have a quiz over them at the end of the final day of class.

2. Exams
There will be two prelim exams. These will cover all material in the required readings and lecture/presentations. I will provide sample questions for one of the papers prior to the first exam so you have an idea of the types of questions to expect in this course. The exams will not be cumulative. *We will have a quiz on the final day of class if attendance during any of the student presentations drops below 80%.

Policies on Late Assignments
Each assignment must be turned in by the date and time specified in order to receive full credit. Assignments will be penalized a full letter grade for each day they are late. Assignments turned in on the due date but after the time specified will also be penalized a full letter grade.

The final exam time is mandated by the University and will not be rescheduled except under documented extenuating circumstances. See http://registrar.sas.cornell.edu/Sche/EXFA.html for rules about final exams and contact me as soon as possible if you foresee any conflicts.
Incomplete coursework is a major inconvenience for both students and instructors. I expect you to do everything in your power to complete all coursework by the time it is due. No incompletes will be given for this course unless you have a prior written agreement with me.

GRADING

Grades will be assigned as follows:

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>92-100</td>
<td>A</td>
<td>88-89.99</td>
<td>B+</td>
</tr>
<tr>
<td>90-91.99</td>
<td>A-</td>
<td>82-87.99</td>
<td>B</td>
</tr>
<tr>
<td>80-81.99</td>
<td>B-</td>
<td>72-77.99</td>
<td>C+</td>
</tr>
<tr>
<td>70-71.99</td>
<td>C-</td>
<td>68-69.99</td>
<td>D+</td>
</tr>
<tr>
<td>60-61.99</td>
<td>D-</td>
<td>59.9 and below</td>
<td>F</td>
</tr>
</tbody>
</table>

COURSE WEBSITE

This course will use Blackboard for a variety of purposes, including posting the syllabus, PowerPoint slides, assignments, and announcements about the course. You will be asked to post comments on the discussion board each week. You will also be asked to submit all course papers electronically through Blackboard, and I will provide grades and feedback through the course website as well. Please enroll at: http://blackboard.cornell.edu.

ACADEMIC INTEGRITY STATEMENT

Absolute integrity is expected of every Cornell student in all academic undertakings. Integrity entails a firm adherence to a set of values, and the values most essential to an academic community are grounded on the concept of honesty with respect to the intellectual efforts of oneself and others. Academic integrity is expected not only in formal coursework situations, but in all University relationships and interactions connected to the educational process, including the use of University resources. A Cornell student's submission of work for academic credit indicates that the work is the student's own. All outside assistance should be acknowledged, and the student's academic position truthfully reported at all times. In addition, Cornell students have a right to expect academic integrity from each of their peers. For further information regarding the Cornell Code of Academic Integrity see: http://cuinfo.cornell.edu/Academic/AIC.html.

Unless you have the express permission of the instructor, you should not buy or sell course materials. Such unauthorized behavior constitutes academic dishonesty.

TurnItIn.com ACKNOWLEDGEMENT

Students agree that by taking this course that all papers submitted for the course may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.
DISABILITY ACCOMMODATIONS
In compliance with section 504 of Rehabilitation Act of 1973 and the Americans with Disabilities Act, reasonable accommodation will be provided to students with documented disabilities. Students with disabilities must provide the College with appropriate documentation of their disability before any accommodation can be made. Reasonable accommodation will be provided, on a case-by-case basis. I encourage you to contact me at the earliest possible date if you think you may need an accommodation.

REQUIRED READINGS
The required texts for this course are available at the CU Store and on reserve at Mann Library, or available electronically (the case for nearly all readings):

Other required articles for the course will be available electronically through the course website or the Cornell Library E-Journals.

You are expected to complete all of the assigned readings before class. Successful participation in class discussions, assignments, and exams all depend on your careful and critical reading of these materials.

Class Schedule and Readings (*Tentative and subject to change. More readings to be added.*)

Thursday, January 28th
**Class 1: Introduction & Course Overview**

Tuesday, Feb 2- Thursday, Feb 4
**Class 2-3: Review of economic concepts to be used throughout the course:**

Tuesday, Feb 9
**Class 4: Origins of AIDS**

http://www.who.int/hiv/events/artprevention/cohena_mplified.pdf

OPTIONAL:

What Happens When You Get Tested for HIV? http://hivinsite.ucsf.edu/insite?page=basics-00-18

Thursday, Feb 11


OPTIONAL:

http://jid.oxfordjournals.org/content/192/3/492.full

http://news.bbc.co.uk/2/hi/south_asia/6174715.stm

UNAIDS. Methodology – Understanding the HIV Estimates.

Thursday, Feb 18
Class 6: HIV Prevalence in Different Cultural & Religious Groups: Can Male Circumcision be the Answer? But Are People Willing to do it? Also, HIV and the U.S. and Does Education Matter?


http://www.sciencedaily.com/releases/2013/04/130409173502.htm

http://www.avert.org/hiv-blood-safety.htm

OPTIONAL:


Chan, Jason and Ghose, Anindya. Internet's Dirty Secret: Assessing the Impact of Online Intermediaries on HIV Transmission. 27 September 2013. (*access via Cornell libraries search and skim article*)

Tuesday, February 23

Class 7: What Happens if you Tell People Their HIV Status?


OPTIONAL:


Thornton RL. The Demand for, and Impact of, Learning HIV Status. American Economic
Thursday, February 25

Class 8: History of Polio virus
*optional short readings linked to in slides


http://www.slate.com/articles/technology/history_of_innovation/2014/04/the_real_reasons_jonas_salk_didn_t_patent_the_polio_vaccine.html

Tuesday, March 1

Class 9: Truck Drivers and Urban vs. Rural HIV Prevalence
Network Connectedness: Effect on Disease Transmission and Economic Growth


Thursday, March 3

Class 10: International Trade, Nutrition, Giffen Goods, and Food Deserts

Tuesday, March 8 – Thursday, March 10

Class 11-12: Ebola (and Zika): History, Response, and Borders
BBC NEWS. First Ebola Boy Likely Infected by Playing in Bat Tree.
http://www.cdc.gov/mmwr/preview/mmwrhtml/mm5005a1.htm
BBC NEWS. Ebola Crisis: WHO Accused of 'Failure' in Early Response

http://www.who.int/csr/outbreaknetwork/uganda/en/


Optional:
http://allafrica.com/stories/201411101596.html
http://www.npr.org/blogs/health/2014/10/02/352983774/no-seriously-how-contagious-is-ebola
http://www.cnbcfrica.com/177069.aspx

Tuesday, March 15

Class 13: Family Planning and Population Control: China vs. Iran
Thursday, March 17
Class 14: **Prelim 1**

Tuesday, March 22
Class 15: Treating Infectious Diseases: The Economics of Drug Patents

http://www.forbes.com/sites/matthewherper/2012/02/10/the-truly-staggering-cost-of-inventing-new-drugs/#f76f76144771

Thursday, March 24 (**Paper Proposal Due: 1 page**)  
Class 16: Pharmaceutical Industry and International Trade  

Tuesday, April 5
Class 17: HIV and ARVs as Prophylaxis


Thursday, April 7
Class 18: Tobacco and Anti-Smoking Efforts

Thursday, April 14
Class 20:  Drug Resistance: The Silent Killer

http://mashable.com/2012/01/24/safari-plugins-extensions/#uH_KI5d9DPqt

Tuesday, April 19 – Thursday, April 21
Class 21-22: Obesity, Soda Taxes, Trans Fats
The Guardian. 3 November 2015. How one of the most obese countries on earth took on the soda giants.

Tuesday, April 26
Class 23: **Prelim 2** (*note: quiz will be held final day if attendance for presentations drops below 80%)

Thursday, April 28-Tuesday, May 10

Class 24 – Class 27: Student Presentations (see above description of papers, presentations)