

# INTL4615E: Politics of Disease Control

Chun-Young Park

Summer 2022

E-mail: [chunyoung.park@uga.edu](mailto:chunyoung.park@uga.edu)

Class Format: Asynchronous

Office Hours: Appointment via Zoom

Office Zoom Link: <https://zoom.us/j/4337082586?pwd=MC9jRnc1NExJRDN2QTZnVk55RytEdz09>

## Course Description

The current global pandemic has made it obvious that disease can profoundly threaten social order and prosperity. What may be harder to perceive is the crucial and complex role that governments play in preventing and controlling disease. Our purpose will be to better understand the link between political institutions and disease outcomes. We begin by asking why disease is such a difficult social problem. We then use contemporary and historical examples of domestic and global discourse on disease control to understand how governments and other international actors respond in the face of this challenge.

## Required Materials

**No textbook is necessary for this class.**

All of the readings come from academic journal articles, book chapters, or free and publicly available documents. These readings will all be found on the eLearningCommons at least one week in advance of the date we cover the material in class. I expect you to have completed all of the required readings before the day they appear on the syllabus. When doing the readings, it works best to identify each reading's research question, theory, hypotheses, empirical analysis, and conclusion. Think critically about these readings. What did the author(s) do well? Can you identify one or two problems or questions you have with the work?

## Course Objectives

By the end of this course students should be able to:

1. understand how social choice concepts apply to disease control;
2. be familiar with examples of disease control, focusing on the role of governance;

3. compare and contrast how disease are controlled through different domestic and international governance;
4. improve your ability to think critically about these topics;
5. produce arguments of their own based on the learnings from this course.

## Course Expectations

Any disruptive behavior of any kind will not be tolerated. To ensure a productive learning atmosphere, students will behave professionally and respectfully throughout the course. Although this class is asynchronous, there will be online forums for discussions throughout the course. As there are 15 students in the course, there are bound to be different backgrounds, perspectives, personal interests, and opinions. Let's use these differences to approach politics of disease control from multiple angles.

## Assessments

The grade will count the assessments using the following proportions:

- 30% Participation and Informed Discussion
- 30% Weekly Reviews
- 20% Weekly wrap-up quizzes (for Week 1 and Week 2)
- 15% Final Exam (at the end of Week 3)
- 5% Reflection Paper

## Quizzes and Final Exam

There will be three tests (two weekly wrap-up quizzes and one final exam). The first two quizzes will cover what you learned each week. You will be asked to take the quizzes after you finish each week's module. The final exam will cover all of the contents throughout the course. Each test will consist of multiple choice questions, multi-select questions, true-or-false questions, fill-in-the-blank questions, and matching questions, which are designed to test your understanding of the course material, including the lectures and readings. There will be no wrap-up quiz after Week 3 but the final exam will be open for 12 hours on **June 9th from 9:00am to 9:00pm**.

## Weekly Reviews

Each week, there will be assignments that will ask you to write your creative ideas on contentious issues on politics of disease control. There will be materials that will give you backgrounds on each week's issue. For this assignment, there is no right answer. You are free to write your ideas for given questions for each week. Be creative but also be responsible to your ideas. Your arguments should be substantiated by proper supports and evidences. The length of this weekly review paper should not exceed **three double-spaced pages formatted in Times New Roman 12-point font and justified with 1-inch margins. I will only accept submissions in pdf, docx or doc files.** Due dates will be assigned for every week's assignment.

## Participation and Informed Discussion

Your active participation is very important. Always feel free to state your opinions in a way that invites discussion. No outside knowledge of international relations or political science scholarship, of history, or of current events will be necessary for effective class participation. Discussion of other scholarship, history, and current events will certainly be welcome when they are relevant, but **careful reading** of the materials assigned for this course and **concentrated thinking** about the ideas raised in class will be a sufficient basis from which to contribute profitably to class discussion. You will be asked to read or watch the discussion material every week, and contribute your original arguments on the discussion question of the week. You also have to interact with at least two other student's response to discuss how you agree or disagree with his/her argument, or how the argument can be reinforced.

## Reflection Paper

By the end of course, students are going to be asked to submit a short reflection paper on how their thoughts about politics of disease control has changed after finishing this course. The length of this reflection paper should not exceed **two double-spaced pages formatted in Times New Roman 12-point font and justified with 1-inch margins**. I will only accept submissions in *pdf*, *docx* or *doc* files. The due date for this assignment is **June 3rd**.

## Grading Scale

Your final grade will be calculated on the following scale.

94 to 100 - A	87 to 89 - B+	77 to 79 - C+	67 to 69 - D+
90 to 93 - A-	84 to 86 - B	74 to 76 - C	64 to 66 - D
	80 to 83 - B-	70 to 73 - C-	60 to 63 - D-
			59 and below - F

## Course Policies and Useful Information

### Discussion Etiquette

All students are expected to be good course citizens in the online discussion forum. Contributions to online discussions should be meaningfully related to the course material and advance the quality of deliberation. Students should be respectful of their classmates. This does not mean that criticism of others' ideas is barred; in fact, such criticism is helpful for advancing discussion. Importantly, though, any critiques should be cordial and professional.

### Late Assignments and Make-up Exams

Any late assignment will receive be lowered one letter grade for each day it is late. Assignments can only be made up when the student provides acceptable documentation more than three call periods before the due date. It is the student's responsibility to obtain the note and contact the instructor. Make-up exams will be given only with an excused absence (and documentation). The student must contact the instructor *before* the exam and it is also the responsibility of the student to schedule a make-up exam within one week of the original exam date. No make-up exams will be given after one week.

## University Honor Code and Academic Honesty Policy

The following is taken verbatim from <https://curriculumsystems.uga.edu/curriculum/courses/syllabus>:

UGA Student Honor Code: "I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others." A Culture of Honesty, the University's policy and procedures for handling cases of suspected dishonesty, can be found at [www.uga.edu/ovpi](http://www.uga.edu/ovpi).

We expect that the Student Honor Code will guide your efforts in this course. A lack of knowledge of the academic honesty policy does not explain a violation.

## Accommodations for Disabilities

The following is taken verbatim from [https://drc.uga.edu/content\\_page/sample-access-statements](https://drc.uga.edu/content_page/sample-access-statements):

"If you plan to request accommodations for a disability, please register with the Disability Resource Center. They can be reached by visiting Clark Howell Hall, calling 706-542-8719 (voice) or 706-542-8778 (TTY), or by visiting <http://drc.uga.edu>."

The following is taken verbatim from <https://online.uga.edu/documents/ugasyllabusguidelines.pdf>:

"Students with disabilities who require reasonable accommodations in order to participate in course activities or meet course requirements should contact the instructor or designate during regular office hours or by appointment."

## Mental Health and Wellness Resources

The following is taken verbatim from <https://curriculumsystems.uga.edu/curriculum/courses/syllabus>:

"If you or someone you know needs assistance; you are encouraged to contact Student Care and Outreach in the Division of Student Affairs at 706-542-7774 or visit <https://sco.uga.edu>. They will help you navigate any difficult circumstances you may be facing by connecting you with the appropriate resources or services.

UGA has several resources for a student seeking mental health services (<https://www.uhs.uga.edu/bewelluga/bewelluga>) or crisis support (<https://www.uhs.uga.edu/info/emergencies>). If you need help managing stress anxiety, relationships, etc., please visit BeWellUGA (<https://www.uhs.uga.edu/bewelluga/bewelluga>) for a list of FREE workshops, classes, mentoring, and health coaching led by licensed clinicians and health educators in the University Health Center. Additional resources can be accessed through the UGA App."

Some material in this course contains references to violence. We urge you to take your mental health seriously. There are campus resources to help.

## Technical Requirements

It is important that students have reliable internet service, particularly as some of the assignments are time sensitive. Students will also need access to a computer that allows them to engage with audiovisual content, such as YouTube videos. Students experiencing technical issues can contact the EITS Help Desk at: [helpdesk@uga.edu](mailto:helpdesk@uga.edu).

## Syllabus Change Policy

The syllabus is a plan for the course, and we may deviate from it. The instructor will clearly communicate to students any changes that become necessary, and will do so in a timely manner.

## Course Schedule

### Week 1. Introduction and Overarching Concepts

#### Lectures

- Video 1: Introduction
- Video 2: What is Public Health?
- Video 3: Collective Action Problem

#### Weekly Discussion Materials

- Tocqueville's Fear With Democracy: Soft Despotism <https://www.youtube.com/watch?v=7fTk7by9Wug>
- selection from Tocqueville's *Democracy in America* (Book 2, Section 2, Chapter 4)

#### Required Reading

- Gil Siegal, "An Account of Collective Actions in Public Health," *American Journal of Public Health*, Vol. 99 No. 9 (2009), pp. 1583-1587.
- Charlie T. Blunden, "Libertarianism and Collective Action: Is There a Libertarian Case for Mandatory Vaccination?," *Journal of Medical Ethics*, Vol. 45 No. 1 (2019), pp. 71-74.

#### Recommended Reading

- Mancur Olson, *The Logic of Collective Action: Public Goods and the Theory of Groups* (Cambridge: Harvard University Press, 1965).

### Week 2. Domestic Politics of Disease Control: Vaccination in Early America

#### Lectures

- Video 1: History of Vaccination in America until WWII
- Video 2: The Pox of Liberty Part 1
- Video 3: The Pox of Liberty Part 2

#### Weekly Discussion Materials

- Parents Use 'Pox Parties' To Sicken Kids (2011) <https://www.youtube.com/watch?v=XajZaPcWV64>
- Controversial 'Chickenpox parties' grow in popularity among anti-vaccine parents (2019) <https://www.youtube.com/watch?v=LfIKhB5pKnc>

#### Required Reading

- Werner Troesken, *The Pox of Liberty: How the Constitution Left Americans Rich, Free, and Prone to Infection* (Chicago: Chicago University Press, 2015), chapter 4
- Philip J. Smith, David Wood and Paul M. Darden, "Highlights of Historical Events Leading to National Surveillance of Vaccination Coverage in the United States," *Public Health Reports*, Vol. 126 Supplement 2 (2011), pp. 3-12.

#### Recommended Reading

- Werner Troesken, *The Pox of Liberty: How the Constitution Left Americans Rich, Free, and Prone to Infection* (Chicago: Chicago University Press, 2015), chapter 2.

### Week 3. International Politics of Disease Control: Global Health Regime

#### Lectures

- Video 1: Overview on Global Disease Security
- Video 2: The International Health Regulation
- Video 3: How IHR failed during COVID-19

## Weekly Discussion Materials

- TBD
- TBD

### Required Reading

- Martha Finnemore and Kathryn Sikkink, "International Norm Dynamics and Political Change," *International Organization*, Vol. 52 No. 4 (1998), pp. 887-917.
- Richard A. Cash and Vasant Narasimhan, "Impediment to Global Surveillance of Infectious Diseases: Consequences of Open Reporting in a Global Economy," *Bulletin of WHO*, Vol. 78 No. 11 (2000), pp. 1358-1367.

### Recommended Reading

- Sara E. Davies, Adam Kamradt-Scott and Simon Rushton, *Disease Diplomacy: International Norms and Global Health Security* (Baltimore: Johns Hopkins University Press, 2015).

**June 9 9:00am - 9:00pm: Final Exam!!**