



Identify and analyze national and international factors against responses to epidemics.

### **Texts (Required)**

- Morone & Ehlke. 2013. Health Politics and Policy, 5<sup>th</sup> edition Stamford, CT: Cengage Learning (Required) A copy on reserve desk, Pius Library.
- Skolnik, Richard. Global Health 101, 4<sup>th</sup> edition , MA: Jones & Bartlett Learning.
- Illingworth, Patricia and Wendy E. Parmet. 2006. Ethical Health Care, New Jersey: Pearson/Prentice Hall (Required)
- Matlin, Stephen and Kickbusch, Iona. 2017. Pathways to Global Health: Case Studies in Global Health Diplomay (Volume 2), World Scientific Publishing Co. (Required)
- Weissert, William and Weissert Carol. 2019. Governing Health: The Politics of Health Policy. 5<sup>th</sup> edition Baltimore, John Hopkins University Press. (Recommended)

The required books are available for purchase at the University bookstore Barnes & Noble, Busch Student Center. In addition, a set of supplemental readings is required. Some of the readings will be scanned and sent to you as email attachments. Others will be put on Pius Library E-Reserve system.

### **Course Requirements**

Students are required to attend class sessions regularly and punctually. Students are required to sign the roll at each session, and a record of attendance will be maintained. Students will be expected to complete assigned readings, participate in class discussions, prepare for case studies, and write a research paper. All reading assignments should be done prior to the assigned class date. There will be a mid-term examination. During class, **cell phones must be turned off or to vibrate mode**. If you need to respond to a call, please step outside the room.

**Research Project: Students will be expected to do literature review on any specific health related issue of interest to them. The textbooks, syllabus or class discussions could be sources for literature review topic. Each student should have a tentative topic by the fourth week of class. Feel free to discuss your choice of a topic with me. A separate handout on the choice of a topic and literature review will be given in class. We shall discuss the review process in class.**

**Significance of Literature Review: This is to expose you to some of the concepts, theories, hypothesis, definitions, etc., used by other scholars, and through your review and analysis add to the literature in the discipline.**

**Note: No papers should be submitted electronically unless there is an agreement between student and professor.**

### **Course Grading**

Mid-term	30%
Participation in seminar discussion	30%
Other class participation (attendance, maintaining collegiality, respect for diversity of viewpoints,	10%

etc.)  
Research project 30%

The numerical equivalents of letter grades are:

93-100 = A	83-86 = B	80-82 = B-
90-92 = A-	77-79 = C+	73-76 = C
87-89 = B+	70-72 = C-	60--69 = D
Below 60 = F		

**NOTE: Final grades will not be changed unless there is an error in computation.**

Students must meet course objectives and attendance policies as outlined in the course syllabus.

In cases where absences prevent students from meeting course objectives, students may be required to drop the course or be administratively dropped or withdrawn.

Additionally, students are responsible for:

1. Being on time and attending all class meetings for courses in which they are registered.
2. Making every effort to schedule classes that will minimize conflicts caused by foreseeable activities and related travel.
3. Monitoring their attendance and absences throughout the term.
4. Reviewing course syllabi with regard to the instructor's policy on absences and consulting with the instructor.

2. Coordinating with instructors prior to any examination or presentation to explore the impact of the missed assignments and options.
3. Providing written notification, as outlined below, of all other absences as soon as possible, for events not foreseen at the beginning of the semester. (See [Authorized Absence Activities](#) below and the [Bereavement Policy](#) for additional information)

## Absences





participate in class discussions and prepare for case studies. Students should be aware of how politics

The idea is to allow you express yourself on what you have observed or read about politics at the local, state, national or international level. Your participation efforts at this level will be recorded toward class participation points. During class, **cell phones must be turned off or to vibrate mode.** If you need to respond to a call, please step outside the room. Use of laptop computers during class is only allowed to take lecture notes.

## **Title IX**

Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination and harassment. If you have encountered any form of sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the University. If you speak with a faculty member about an incident of misconduct, that faculty member must notify SLU's Title IX coordinator, Anna R. Kratky (DuBourg Hall, room 36; [anna.kratky@slu.edu](mailto:anna.kratky@slu.edu); 314-977-3886) and share the basic facts of your experience with her. The Title IX coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.

If you wish to speak with a confidential source, you may contact the counselors at the University Counseling Center at 314-977-  
visit the [Office of the General Counsel](#).

## **Disability Services**

Students with a documented disability who wish to request academic accommodations must contact [Disability Services](#) to discuss accommodation requests and eligibility requirements. Once successfully registered, the student also must notify the course instructor that they wish to access accommodations in the course.

Please contact Disability Services, located within the Student Success Center, at [Disability\\_services@slu.edu](mailto:Disability_services@slu.edu) or 314-977-3484 to schedule an appointment. Confidentiality will be

accommodations will be shared with course instructors via email from Disability Services and viewed

Note: Students who do not have a documented disability but who think they may have one are encouraged to contact Disability Services.

## **Academic Integrity**

Academic integrity is honest, truthful and responsible conduct in all academic endeavors. The mission of [Saint Louis](#) University is "the pursuit of truth for the greater glory of God and for the service of humanity." Accordingly, all acts of falsehood demean and compromise the corporate endeavors of teaching, research, health care, and community service via which SLU embodies its mission. The

University strives to prepare students for lives of personal and professional integrity, and therefore regards all breaches of academic integrity as matters of serious concern.

The governing University-level Academic Integrity Policy was adopted in Spring 2015, and can be accessed on the Provost's Office website at: [https://www.slu.edu/provost/policies/academic-and-course/policy\\_academic-integrity\\_6-26-2015.pdf](https://www.slu.edu/provost/policies/academic-and-course/policy_academic-integrity_6-26-2015.pdf).

Additionally, each SLU College, School, and Center has adopted its own academic integrity policies, available on their respective websites. All SLU students are expected to know and abide by these policies, which detail definitions of violations, processes for reporting violations, sanctions, and appeals. Please direct questions about any facet of academic integrity to your faculty, the chair of the department of your academic program, or the ac-







**Mar. 28**                      **Easter Break**

**Apr. 4**                      **Challenges/Effective Responses: POLIO/HIV/AIDS**  
R

Siplon.  
”                      ”                      , Chap. 4 Islam and Immunization in Northern Nigeria

**Apr. 11**                                           t and the Politics of effective Response to  
HIV/AIDS in Africa.

**Apr. 18**                      COVID-19: Effects  
Helen Onyeakar, Christian Anumudu, and Paul Mgeegba                      ID-19  
Pandemic: A Review of the global lockdown: its far-reaching effects,  
                    -journals. Sagepub.com (Oline)  
Scott L. Greer, Elizabeth J. King, Elize Massard da Fonseca and Andre,  
Peralta-                      -19: The need to  
  
Journal for Research, Policy & Practice. Volume 15, 2020-Issue 9. (Online)

**Apr. 25**                      **Literature Review Presentation and Submission**

**May. 2**                      **Last Day of Class**