

Politics and Policies in the U.S. Health Care System

*updated January 11 2024

HIS 373W/473 PM 420/PSCI 317W/ PHLT 373

Spring 2024

Thursday 2-440

Instructor: Mical Raz, MD, PhD micalraz@rochester.edu

Office Hours: Thursday 11-12 or by appointment

Course Synopsis:

HIS 373W (US Health Policy and Politics): This course examines the formation and evolution of American health policy from a political and historical perspective. Concentrating on developments from the early twentieth century to the present, the focus of readings and discussions will be political forces and institutions and historical and cultural contexts.

Among the topics covered are the rise of hospitals as the main site of medical care, the creation of Medicare and Medicaid and the further evolution of these programs, the rise to dominance of actuarial analysis in the shaping of health policy, and the Affordable Care Act and its implementation. The seminar will also address how health policy is implemented, introduce the concept of administrative burdens, and will examine the politics and policymaking of contested healthcare. The seminar will focus on writing skills, honing the ability to write for diverse audience, and developing an individual policy-focused opinion essay. Students will also experience writing peer reviews. Students' final project will require independent research that is based on the analysis of primary sources which they will have identified.

The College's credit hour policy on undergraduate courses is to award 4 credit hours for courses that meet for the equivalent of 3 periods of 50 minutes each week. Students enrolled in HIS 373W are expected to devote at least one hour each week to identifying the main lines of argument in course readings, working alone or in groups, and to researching in depth their topics for the final seminar paper.

Graduate vs Undergraduate Tracks:

This course is cross listed for graduate students and undergraduate students. The expectations are the same apart from the final research paper, which will be longer and require significant primary source engagement for graduate students. Graduate students are welcome to contact the professor to tailor the course to their learning needs.

Seminar Participation and Grading:

This is a seminar course in which active, well-prepared student participation is expected. Reading should be done in advance of the seminar and students should come prepared for an

informed discussion. This seminar requires a significant amount of writing, revising, and commenting on peer writing.

Verbal Participation: Total 20%

Participation: 12.5%

Leading an in-class discussion: 5%

Participation in final activity: 2.5%

Op-Ed Assignment: Total 25%

Share chosen op-ed plus analysis: 2.5%

Commentary on peer Op-Ed: 2.5%

Op-Ed: 20%

Medicaid Status Update Assignment: 10%

In-class Revisiting of Medicaid Project: 5%

Research Paper: Total 40%

Initial statement of interests: 2.5%

Identification of your source: 2.5%

Detailed topic proposal and bibliography: 7.5%

Final Research Paper: 27.5%

Important Due Dates (please put into your calendars!) Every deadline is at 5pm that day on blackboard.

Published Op-ed identified and commentary uploaded: January 24

General statement of research interests : January 30

Primary Source identified -Wednesday February 21,

First Op-ed Drafts Posted on Blackboard: Feb 28th

Peer review of Op Ed – due March 5th

if you want your op-eds considered to workshop with Mr Killian, I need the best shot in my hand March 6th

Final Op-ed Due: March 8th (slight extension possible)

Research topic proposal with bibliography: March 28

Draft paper for W students: April 23rd

Research Paper: Due May 7th at 5pm

Drafts are not graded. If you do not submit a draft on time (or as agreed upon with professor or peer) you will incur a 5 point penalty on the full assignment

Academic Honesty: All assignments and activities associated with this course must be performed in accordance with the University of Rochester's Academic Honesty Policy. Cheating and plagiarism are serious offenses and will be treated as such. Anyone who engages in such

activities will be turned over to the College Board on Academic Honesty for disciplinary action, as outlined at <http://www.rochester.edu/College/honesty/>. For a helpful discussion of plagiarism (including subtle instances), see the American Historical Association's "Defining Plagiarism," <https://www.historians.org/teaching-and-learning/teaching-resources-for-historians/plagiarism-curricular-materials-for-history-instructors/defining-plagiarism.1> All writing should be your own original work. Using AI such as chatgpt is a violation of this course's academic integrity requirements. It's usually also quite bad.

Students with Disabilities: The University of Rochester respects and welcomes students of all backgrounds and abilities. In the event you encounter any barrier(s) to full participation in this course due to the impact of disability, please contact the Office of Disability Resources. The access coordinators in the Office of Disability Resources can meet with you to discuss the barriers you are experiencing and explain the eligibility process for establishing academic accommodations. You can reach the Office of Disability Resources at: disability@rochester.edu; (585) 276-5075; Taylor Hall.

Writing Skills: We will discuss each writing assignment in detail during class. I am also always willing to talk about writing assignments individually: to help you plan an essay, work through the process, or review comments. I encourage all students to take advantage of this by coming to office hours. Another resource is the UR Writing and Speaking Center, which is dedicated to helping writers at all skill levels to improve. You can reach them at 585- 273-3577 or at <https://writing.rochester.edu/OnlineSchedule/AppointmentScheduleEnterStudentID.php>

Detailed Breakdown of Course Requirements:

Verbal Participation:

Total

1 - Your thoughtful contributions to our class are an important part of your learning experience. You are expected to come prepared, participate in the discussion, and engage respectfully with your peers.

2- More than one unexcused absence will lead to a reduction in your participation grade. Please email the instructor or the TA in *advance* of your absence to be excused. Emergencies and illness of course will be taken into consideration.

Breakdown:

Participation: 12.5% - this includes active participation as well as attendance

Leading an in-class discussion: 5% - working in pairs or threes you will summarize the key arguments of the readings and have discussion questions ready

Participation in final activity: 2.5% - you will submit a small contribution to our final summarizing event that will be a

Op-Ed Assignment: Total 25%

1 -Share chosen op-ed plus analysis: 2.5%

You will choose a scholarly op-ed you enjoy (Made by History for Wash Post; The Monkey Cage, JAMA Health Forum, any newspaper but an essay with a scholarly focus), briefly describe its argument and why you found it compelling, and post this on Blackboard and be prepared to discuss it in class.

2 – Commentary on peer Op-Ed:2.5%

We will workshop our op-eds and you will provide written feedback (on Blackboard) to one peer, approximately 500-750 words. This peer will be assigned to you. This feedback is designed to help you develop your peer review skills and your critical reading and will help your peer. Neither your oped grade nor your peer's grade will be affected by this, it gets graded separately. You submit the peer review on Blackboard. This feedback includes 1) offer a brief summary of the author's topic and argument, as you understand it; 2) mapping out the paper's draft's strengths and identifying at least one weakness; and 3) make one or two concrete suggestions for improvement. You **can** also do line edits or track changes but that is not instead of a written peer review document.

3- Final Op-Ed: 20%

Based on comments from myself and your peer you will submit a final op-ed, 600-900 words. My hope is some op-eds will be pitched to newspapers for publication.

Research Paper: Total 40%

1 –Early topic idea 2.5% - A few well formulated sentences about your interests and potential ideas and sources you might want to work on. Due Jan 30.

2- Primary Source Identified - Due Feb 21, You will explain in a few sentences what your

source is and what you plan to do with it, and provide a copy of the source (or a link to it). (2.5%)

3- Detailed topic proposal and bibliography: 7.5% Due March 28

You will identify a topic of interest and find relevant sources for an original research paper. It may be a topic we learn in class, and it may be something completely different. It has to touch on health policy and have some component of a historical trajectory. A significant component of the work must be engaging and analyzing primary sources. The paper cannot just be a summary of secondary sources that you have read. The topic proposal consists of a title for your project, a one-page overview (can be similar to the first page of your eventual paper), and a bibliography of the list of sources (primary and secondary) you will use for your paper.

You will upload this to Blackboard , due

4- If you are a W student, you are required to submit a draft and revise your paper based on feedback. Drafts are due April 23rd, and are required for W credit.

5- Based on feedback from myself on your draft (if you are a W student) you will submit your final research paper by May 7th.

Final Research Paper: For W student – 27.5% approx. 3500-4000 words (14-16 double spaced pages, not including references and footnotes) . For non -W students – 8-10 double spaced pages. A specific instruction sheet will be given to students. Please review it.

The research paper must include primary sources and independent analysis.

Grade Scale

94-100% = A	87-89% = B+	77-79% = C+	67-69% = D+
90-93% = A-	83-86% = B	73-76% = C	63-66% = D
	80-82% = B-	70-72% = C-	60-62% = D-

Library Resources:

As part of your research paper, you will need to identify primary and secondary sources. These resources will vary depending on your primary discipline (history, public health, political science).

Valuable resources for source identification are:

Lara Nicosia, History Outreach Librarian lnicosia@library.rochester.edu

Justina Elmmore, Public Health Librarian jelmore@library.rochester.edu

Anna Siebach-Larsen, Director of Robbins Library alarsen@library.rochester.edu

Miranda Mims, Director of Rare Books and Special Collections mmims@library.rochester.edu

Melissa Mead, University Archivist mmead@library.rochester.edu

Archivist at Miner Library Meredith Gozo Meredith_Gozo@urmc.rochester.edu

Thursday, January 18, 2024

Intro to Seminar, Welcome.

3pm – Zoom discussion with Rebecca Onion, PhD, Senior Editor, Slate.

January 24th your sample op-eds are due online

Thursday, January 25, 2024-

Hospitals

Beatrix Hoffman : American Hospitals: Charity, Public Service or Profit?

Private Equity JAMA Article <https://jamanetwork.com/journals/jama/article-abstract/2813379> (ok to skim)

NY Times article <https://www.nytimes.com/2023/12/26/upshot/hospitals-medical-errors.html>

Second Half:

What makes for a good op-ed? What essays have you found?

** Submit by January 30 a brief (4-5 sentence) description of a potential research topic. (Your thoughts can be quite vague at this point, but a preliminary sense of your interests will help Lara Nicosia to tailor her demonstration to your research interests.)

Thursday, February 1, 2024

Insurance/ Actuarial Science/ How risk became king

Bouk – How Our Days Became Numbered: Preface – last 2 pages (scanned)

Chapter Six

Deborah A. Stone The Struggle for the Soul of Health Insurance, Journal of Health Politics, Policy and The Law 1993 Summer; 18(2): 287-317

Second half:

How to choose a topic, how to find sources? Primary source intro Lara Nicosia

Thursday, February 8, 2024

Employer Sponsored Insurance

Starr, Remedy and Reaction, pp. 35-50

David Rothman, Chapter 1 Blue Cross and the American Way in Health Care, in Beginnings Count: The Technological Imperative in American Health Care

Beatrix Hoffman, Chapter 5: "Rationing by Coverage: The Rise of Private Health Insurance," in Health Care for Some: Rights and Rationing in the United States Since 1930, 2013

Second Half:

Check in – *what are your op-eds about, how are you building your argument? Walk through op-ed structure.*

Thursday, February 15, 2024

Healthcare for the Poor. Early Medicaid

Beatrix Hoffman, “Don’t Scream Alone: The Health Care Activism of Poor Americans in the 1970s.” In *Patients as Policy Actors*. Rutgers University Press, 2011 pp.132-147.

Brown and Sparer Poor Program’s Progress: The Unanticipated Politics Of Medicaid Policy

Second Half:

Developing a topic for your research paper

Finding sources – Justina Elmore, Public Health librarian

Wednesday February 21, identify one important source that will be part of your research paper

Thursday, February 22, 2024

What is Medicaid, What is Federalism:

Read Jamila Michener – *Fragmented Democracy*, chapters 1,4.

Please read at least the first 11 pages of this chapter on what is federalism so you have a working understanding of what federalism means. Bovbjerg *State and Federal Roles in Health Care*

Second Half

Teaching – Peer review skills

Research project check ins (small group)

Thursday, February 29, 2024

Medicare and the Cost of Care

Laugesen – *Fixing Medical Prices: How Physicians are Paid*

Read: Intro, Chapter 1 and 2

Second Half:

Workshopping op-eds in class and practicing reviewing

** op ed drafts due online March 5th**

Wednesday March 6 ** Marco Ramos MD PhD Yale School of Medicine, psychiatry grand rounds (noon) and 530 Corner Society for the History of Medicine

Thursday, March 7, 2024 –

The Patient as a Consumer, patient advocacy and activism

Read, Nancy Tomes, *Remaking the American Patient*, Chapters 8-9

Second Half

Op Ed Workshop, Mr Michael Killan, *Democrat and Chronicle*

Thursday, March 14, 2024 – SPRING BREAK

Thursday, March 21, 2024

Kidneys and Medicare

Read: David Rothman, *Beginnings Count: The Technological Imperative in American Health Care*, Chapter 4 (Dialysis and National Priorities) p87-110.

Shana Alexander, "They decide who lives, who dies: Medical miracle and a moral burden of a small committee," *LIFE* magazine, 9 November 1962

They Were the Pandemic's Perfect Victims

The pandemic killed so many dialysis patients that their total number shrunk for the first time in nearly half a century. Few people took notice.

by Duaa Eldeib Dec. 28, 2021, <https://www.propublica.org/article/they-were-the-pandemics-perfect-victims>

Second Half:

Video,

Check in research paper, roll call

Thursday, March 28, 2024

ACA, Medicaid Non-expansion

Metzl, *Dying of Whiteness*, Intro and Pages 165-188

Miller and Wherry: Health and Access to Care during the First 2 Years of the ACA Medicaid Expansions - <https://www.nejm.org/doi/full/10.1056/NEJMsa1612890>

Second Half:

Medicaid State Roll Call

Thursday, April 4, 2024

Thinking of Administrative Burdens in Access to Healthcare – The ACA and the Burden Battle:

Administrative Burden: Policymaking by Other Means (Intro and Chapter 1)

Chapter 3 False claims and targeted burdens: the case of abortion restrictions

Second Half:

Revisit Medicaid state roll call- reframe it in a burden framework.

Thursday, April 11, 2024

Contested Care – how insurance regulates access to care, case study of GC case study – Readings tbd

Second half

Students present and discuss Burdens Activity

Thursday, April 18, 2024 –

Independent work on final papers

- Independent meetings with TA and or Instructor to troubleshoot, schedule throughout the week

Thursday, April 25, 2024

Housing as Health Policy

Willison: Ungoverned and Out of Sight: Public Health and the Political Crisis of Homelessness in the United States.

Read- Intro (possibly chapter 5)

Jamila Michener Racism, Power, And Health Equity: The Case Of Tenant Organizing, Health Affairs, Oct 2023.

Charley E. Willison, Denise Lillvis, Amanda Mauri, Phillip M. Singer; Technically Accessible, Practically Ineligible: The Effects of Medicaid Expansion Implementation on Chronic Homelessness. *J Health Polit Policy Law* 1 December 2021; 46 (6): 1019–1052. doi: <https://doi.org/10.1215/03616878-9349142>

Second Half:

Final activity/ history feedback forms/ Health Policy Pop Culture Fest

