

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

*updated January 18, 2022

HIS 373W/473 PM 420/PSCI 317W

Spring 2022

Wednesday 2-440

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

Office Hours: Tuesday morning 11-12 on zoom. In person or other zoom times available 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 economists and economic analysis in the shaping of health policy, incremental and state-based vs. comprehensive and federal initiatives, and health reform during the Obama administration and the Affordable Care Act. The course will end with current health care debates and attempts to scale back, undo or undermine the ACA.

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.

Required Book:

Starr, Paul - THE SOCIAL TRANSFORMATION OF AMERICAN MEDICINE

Copies are available at the Barnes & Noble bookstore in College Town and it is available as an e-book through our library. All other readings will be available on Blackboard.

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.

Covid:

These are unprecedented times. We are all doing our best and facing different challenges. I hope to make our class a respectful place for growth and learning and plan to be considerate of the challenges each and every one of you are facing.

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, not during, and students should come prepared for an informed discussion. This seminar requires a significant amount of writing, revising, and commenting on peer writing. All responses are due the evening (**8pm**) before discussion in class, as part of your prep.

Verbal Participation: Total 10%

Participation: 5%

Leading an in-class discussion: 5%

Written Engagement: Total 25%

Discussion board posts (Choose 5 out of 12 prompts): 20%

Responses to discussion board posts (Respond 5 times at least): 5%

Op-Ed Assignment: Total 25%

Share chosen op-ed plus analysis: 2.5%

Commentary on peer Op-Ed: 2.5%

Op-Ed: 20%

Research Paper: Total 40%

Detailed topic proposal and annotated bibliography: 5%

Commentary on peer Research Paper: 5%

Final Research Paper: 30%

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

Published Op-ed identified and commentary uploaded: Tuesday February 1st (before class, we'll talk about it on the 2nd)

Op-ed Drafts Posted on Blackboard: February 22nd, multiple revisions allowed if agreed upon by email with professor.

Commentary on peer Op-Ed Draft: March 4th

Final Op-ed Due: March 16

Research topic and annotated bibliography: April 6

Draft paper: April 20th

Peer Review of Research Paper: April 26th

Research Paper: Due May 5th 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

If you have difficulties with any of these deadlines, please let me know as soon as you can. There is a global pandemic, and I will try to be accommodating, but it is easier to accommodate when I am informed in advance.

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>

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 10%

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. (5%)

2- For each module, one or two students will be responsible for leading the discussion and preparing a few questions to stimulate conversation. They should begin the conversation by offering a few minutes of prepared remarks about the reading and its main arguments before opening up to questions (5%)

Written Engagement: Total 25%

Discussion board posts (Choose 5 out of 10 prompts): 20%

You will be asked to respond to 5 out of ten prompts on the reading assignments and to write approximately 500-750 words that incorporate your thoughts on the reading and questions that may arise. Your posts should be carefully written and edited prior to posting. **These are due at 8pm the night before class.**

Responses to discussion board posts (Respond 5 times): 5%

You are expected to read and engage with the discussion board posts and respond briefly to different posts on different topics. The more the better, to create a conversation, but at least 5 times to get credit. These do not need to be edited and carefully crafted, you can be conversant. **To get credit this needs to be posted before class.**

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), 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.

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 - Detailed topic proposal and annotated bibliography: 5%

Early in the semester 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. 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. For the abstract, make sure that your argument, key questions, and main sources are clear while limiting yourself to one page. For the bibliography, include basic information about at least 10 sources, letting the reader know what they are and why you are including them in the bibliography. You will upload this to Blackboard.

2- Commentary on peer Research Paper: 5%

You will read the draft research paper of one peer (will be assigned to you) and provide written feedback on their work. This feedback is designed to help you develop your peer review skills and your critical reading and will help your peer. Neither your research paper 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

3- Based on feedback from myself on your draft and the peer review you receive you submit your final research paper by May 5th.

Final Research Paper: 30% approx. 3500-4000 words (14-16 double spaced pages, not including references and footnotes)

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
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

Wednesday, January 12, 2022 - **Intro to Seminar, Welcome, Documentary** (watch independently **Documentary: Critical Care: America vs. the World** <https://www.youtube.com/watch?v=BytzrjEfyfA>)

Wednesday, January 19, 2022 - **Hospitals**

Rosenberg Care of Strangers 310-345

Vanessa Gamble, *Roots of the Black Hospital Reform Movement*

Optional Read: Starr 145-179 (ok to skim, it's a lot)

Second Half:

What makes for a good op-ed?

Wednesday, January 26, 2022 - **The Hill Burton Act, Deluxe Jim Crow**

Intro to *Deluxe Jim Crow* and timeline

Karen Kruse Thomas, "The Hill-Burton Act and Civil Rights: Expanding Hospital Care for Black Southerners, 1939-1960," *The Journal of Southern History* Vol. 72, No. 4 (Nov., 2006), pp. 823-870

330 Dr Carly Goodman, Historian, Washington Post, Intro to Op-Ed writing.

Wednesday, February 2, 2022 – **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:

What op-eds have you read and found?

Wednesday, February 9, 2022. – **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.

Engel, Jonathan, *Poor People's Medicine*, Chapter 3.

Second Half

Topics for research paper and op-eds – what are you passionate about, what would you like to learn more about?

Wednesday, February 16, 2022 **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:

Check in – *what are your op-eds about, how are you building your argument?*

Wednesday, February 23, 2022 – **Medicare Transforms Society Beyond Health Insurance**

Read:

Starr, *Social Transformation*, 363-378

Mark Schlesinger, “Medicare and the Social Transformation of American Elders.” *Medicare and Medicaid at 50*. Chapter 7, pp. 119-144.

Optional: Uwe Reinhardt, “In Health Care Overhaul, Language Matters” JUNE 19, 2009 <https://economix.blogs.nytimes.com/2009/06/19/in-health-carereform-language-matters/>

Second half: Review / workshop op-eds

Wednesday, March 2, 2022 – Op-Ed Workshop with the D & C

Peer Reviews Due March 4th

Wednesday, March 9, 2022 Spring break

Wednesday, March 16, 2022 **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>

Wednesday, March 23, 2022 – **The ACA Overview:**

Read: Starr, *Remedy and Reaction* 239-298 (ok to skim)

Jonathan Oberlander. 2016. Implementing the Affordable Care Act: The Promise and Limits of Health Care Reform. *Journal of Health Politics, Policy and Law* 41(4): 803-826.

<https://read.dukeupress.edu/jh ppl/article/41/4/803/13901/Implementingthe-Affordable-Care-Act-The-Promise>

Optional but excellent: Obama in New Yorker

<https://www.newyorker.com/magazine/2020/11/02/barack-obama-new-book-excerpt-promised-land-obamacare>

Wednesday, March 30, 2022 - **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>

Optional (if you haven't read yet) Annie Lowrey "The Supreme Court is Bad for Your Health" <https://www.theatlantic.com/ideas/archive/2019/07/medicaid-saves-lives/595096/>

Wednesday, April 6, 2022 – **ACA, Race and the Future of Health Reform**

Michener, *Race, Politics and the ACA*.

Thomas C. Buchmueller and Helen G. Levy

The ACA's Impact On Racial And Ethnic Disparities In Health Insurance Coverage And Access To Care

Health Affairs 2020 39:3, 395-402

Oberlander, J. 2018. The Republican War on Obamacare: What Has It Achieved? *New England Journal of Medicine* 379(8): 703-705.

<https://www.tandfonline.com/doi/pdf/10.1080/08959420.2018.1462684>

Wednesday, April 13, 2022 **Thinking of Administrative Burdens in Access to Healthcare – The ACA and the Burden Battle:**

Administrative Burden: Policymaking by Other Means (Intro)

Herd and Moynihan Administrative Burdens in Health Policy

Wednesday, April 20, 2022 Independent work on your final papers and reviewing your peers *DRAFTS DUE ONLINE TO PROFESSOR; BY EMAIL TO PEERS . PEER REVIEWS DUE April 26*

Wednesday, April 27, 2022 Independent work on your final papers