Biomedical and Health Policy (STP 613)
Fall 2015, KAIST
Mondays 7-10 pm, N4, 1316

Instructor
Buhm Soon Park (parkb@kaist.edu, N4 1227)

Course Description
This graduate seminar aims to explore major issues in biomedical and health policy by examining the activities of individuals, governments, universities, industrial corporations, philanthropic foundations, and international organizations in different social and political contexts. We will adopt multidisciplinary approaches to this study, drawing on the health-and-disease-related literature in history, sociology, anthropology, journalism, and so on. Students will learn how to write a persuasive short essay and an original research paper.

Course Requirements

Class Participation: 20%
- This is a seminar course. In every class you are expected to participate in discussion, based on your understanding of reading materials. You should be prepared to share your thoughts, respect other students’ ideas, and critically analyze the main issues together.
- It is highly recommended that you make some detailed notes of reading materials, out of which you write about what you want to talk about and why (about one page)
- No weekly response paper should be submitted, though.

Three short essays: each 10%
- 3 pages, double-spaced, 12 font, Times New Roman or Cambria, fully edited.
- This essay is about your thought on the given question. You may use some of the reading materials to build your argument.
- Your research proposal for term paper will be counted as a third essay.

Term paper: 50%
- Master student: 13-15 pages, double-spaced, 12 font, Times New Roman or Cambria, fully edited.
- Doctoral student: 17-20 pages, double-spaced, 12 font, Times New Roman or Cambria, fully edited.
- This essay should be based on your original research, using both primary and secondary materials.


**Tips: How to Write a Good Essay**

(Adapted from Prof. Michael Gordin’s tips at Princeton University)

1. **EVERY ESSAY IS AN ARGUMENT.** This is the cardinal rule of writing essays, or any other academic paper, for that matter. This means you must both make a claim and provide a logical structure in which to argue it. Think of the paper like a one-sided discussion you are having with your reader. Try to convince her/him of what you believe.

2. **SHOW YOUR EVIDENCE.** You must defend your argument; this is done with evidence. It sounds obvious, but this is important. For three short essay assignments, the materials you may use are either the primary or secondary readings. That is it. These essays are exercises in reading texts and making logical arguments, not research assignments. Do not reference websites or outside materials. Quotation from primary or secondary literature, accompanied with YOUR ANALYSIS of what those quotations mean and how they relate to your argument, is ideal. The texts say a great many different things; when you select a quotation from it to support your argument, make sure that you articulate why each quote fits. For the term-paper assignment, you use these techniques for writing a research paper. You should do research—analyze primary materials, dig up additional sources, and find relevant secondary materials—and make an argument on the basis of your findings, i.e., evidence.

3. You need to consider alternative points of view. Part of making an argument is to consider other reasonable positions and explain why you don't find them as compelling as your own. Remember, you are trying to convince someone of your position—which means you must be able to refute objections. This is of course hard to do in the confines of a short paper, in addition to making your argument, but it is a vital part of what it means to make an argument—and will help you in making your points concisely and clearly.

4. Anytime you quote anything, you must provide a reference. Referencing is an indispensable habit to acquire. The most common way to do this is with a footnote, and there are many different formats, such as those in the MLA Handbook or the Chicago Manual of Style. Pick one, and use it consistently. In addition to footnotes, include a bibliography at the end of the paper (also a good habit). You will be MARKED DOWN for poor and/or inadequate referencing.

5. **Proofread.** It is amazing how many errors can creep into a short paper. After you are done making all your points, read it through at least once ON PAPER so that you can correct typos, grammatical errors, and so on. (For bizarre and unexplained reasons—and we do not feign hypotheses—this is infinitely harder to do on the computer screen.) This sort of thing counts—and will always count in anything you write. You may also want to consider showing your essay to a person with good editorial eyes.

6. **Put page numbers** on it. It drives us crazy when they are absent.
Course Schedule and Readings

Week 1 (8/31): Introduction

*Primary Sources*
"Army Alpha test #8 for Recruits to the U.S. Military", 1921
"Will You Vote YES or NO to Save Lives?" Flyer published and distributed by the Metropolitan Life Insurance, ca. 1925
Posters used in the 1980s by the Milwaukee AIDS Project and the California Department of Public Health’s AIDS Project

*Video*
“Typhoid Mary: The Most Dangerous Woman in America” (PBS, 2004)

Week 2 (9/7): Disease and Society I: Historical Approach

*Primary Sources*
메르스 일일상황보고서 (2015. 7.11, 수원시)

*Secondary Sources*


Week 3 (9/14): Disease and Society II: Sociological Approach

*Special Presentations: How to Find Primary Sources?*

Yeon-sil Kang: National Archives (국가기록원), NGOs (환경운동, 건강과 대안 등 시민단체), Health-related Journals and Magazines

Kyuri Kim: WHO archives, World Bank sources, Korean Association of TB (대한결핵협회), 보건사회연구원 등 국책연구소, Media (Newspaper Database), PubMed, Google,
Youjung Shin: Congressional Records, Government Sources, and Individual Sources

Secondary Sources


Week 4 (9/21): Disease and Society III: Anthropological Approach

Primary Sources


Special Presentation: Participatory Observations

Taemin Woo: Synthetic biology lab, On-line Forum for Conference for Biodiversity

Secondary Sources


Week 5 (9/28): National Holiday. No Class. [1st Essay Due, 9/29 midnight]

Week 6 (10/5): Science in Medicine I: Professional Authority

Primary Sources


Secondary Sources


Gerald E. Markowitz and David K. Rosner, “Doctors in Crisis: A Study of the Use of


Further Readings


Week 7 (10/12): Science in Medicine II: The Boundaries

Secondary Sources


Further Readings


Week 8 (10/19): Science in Medicine III: The Technological Imperative [2nd Essay Due, 10/20 midnight]

Primary Sources


Secondary Sources


Keith Wailoo, “Genetic Marker of Segregation: Sickle Cell Anemia, Thalassemia, and


**Week 9 (10/26): The Medical Marketplace I: Life for Sale**

**Secondary Sources**


**Further Readings**


Michael M. J. Fischer, “Dr. Judah Folkman's Decatalogue and Network Analysis,” in A

Aslihan Sanal, "'Robin Hood' of Techno-Turkey or Organ Trafficking in the State of Ethical Beings," Culture, Medicine, and Psychiatry, 2004, 28(3): 281-309.


Week 10 (11/2): The Medical Marketplace II: Drugs and Diseases [Research Proposal Due, 11/3 midnight]

Primary Sources

Secondary Sources
Jeremy A. Greene, Prescribing by Numbers: Drugs and the Definition of Disease (Baltimore: Johns Hopkins University Press, 2007), pp. 1-17, 150-240.


Further Readings


Week 11 (11/9): Health and the State I: Fear, Media, and Trust

Primary Sources

Secondary Sources


_Further Readings_


**Week 12 (11/16): Health and the State II: Colonial, Post-Colonial, Global**

_Primary Sources_


_Secondary Sources_


**Further Readings**


**Week 13 (11/23):** Research Break, No Class

**Week 14 (11/30):** Term Paper Presentation I (Doctoral Students)

**Week 15 (12/7):** Term Paper Presentation II (Master’s Students)

**Week 16 (12/14):** No class - Final Essay Due (Midnight)