



University of  
Pittsburgh® | School of  
Public Health

School of Public Health  
Department of Health Policy and Management  
PUBHLT 0446 Health Law and Politics

Credit Hours 3  
Spring 2026

### **Logistics/Contact Information**

Instructor: Dr. Miranda Yaver

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Office Location: A654 Public Health

Office Hours: Wednesdays 10-12 or by appointment

### **Course Rationale**

This course serves as a Tier III course in the Health Policy and Management cluster area. The goal of the course is to help students understand the relationship among legal and political institutions and actors in shaping health policy and health outcomes.

### **Course Description**

The principal aim of the course is to give students an appreciation of how political dynamics have influenced law in the health care context. The course examines the topics of Medicare, Medicaid, the Affordable Care Act, reproductive health, vaccines, and pandemics, with readings spanning the disciplines of law, political science, and public health to understand the role of institutional conflict in shaping U.S. health care. The course, which lies at the intersection of health politics, law, and policy, includes a moot court on a contemporary health care case and culminates with the crafting of a health policy analysis.

### **Learning Objectives**

- Identify from academic analyses the relevance of core political institutions and organized interests in advancing health care reform efforts
- Articulate how the successes and failures of health care reform efforts have deepened health inequities along race and class lines
- Assess based on judicial opinions the role of courts in advancing or hindering health reform and positive health outcomes
- Apply theories of political science and public health to analyze factors influencing health policy adoption and subsequent implementation, including policy feedback effects
- Engage in applied legal and public health reasoning through moot court
- Communicate health politics and legal developments in a compelling and accessible manner
- Analyze a health law that should be enacted and identify the legal and political constraints of adoption

### **Required Textbooks (prices based on Amazon):**

- Cohn, Jonathan. 2021. *The Ten Year War: Obamacare and the Unfinished Crusade to Universal Coverage*. \$33
- Michener, Jamila. 2018. *Fragmented Democracy: Medicaid, Federalism, and Unequal Politics*. \$26.27 (used as low as \$7)
- Oberlander, Jonathan. 2003. *The Political Life of Medicare*. \$29.07 (used as low as \$2.62)
- Shilts, Randy. 1987. *And the Band Played On: Politics, People, and the AIDS Epidemic*. \$13.39 (used as low as \$2.20)
- Ziegler, Mary. 2020. *Abortion and the Law in America: Roe v. Wade to the Present*. \$25.74 (used as low as \$4)

### **Recommended Textbooks:**

- Black, Bernard. 2021. *Medical Malpractice Litigation: How It Works, Why Tort Reform Hasn't Helped*
- Beland, Daniel. 2012. *The Politics of Policy Change: Welfare, Medicare, and Social Security Reform in the United States*.
- Derthick, Martha. 2001. *Up in Smoke: From Legislation to Litigation in Tobacco Politics*.
- Grogan, Colleen. 2023. *Grow and Hide: The History of America's Health Care State*.
- Patashnik, Eric, Alan Gerber, and Conor Dowling. 2017. *Unhealthy Politics: The Battle Over Evidence-Based Medicine*.
- VanSickle-Ward, Rachel and Kevin Wallsten. 2019. *The Politics of the Pill: Gender, Framing, and Policymaking in the Battle Over Birth Control*. \$26.42
- Ziegler, Mary. 2023. *Roe: The History of a National Obsession*.

Texts are available online for purchase or rental and through the University Bookstore.

### **Useful Websites on Health Policy:**

- <https://www.kff.org/>
- <https://www.propublica.org/topics/health-insurance>
- <https://www.urban.org/research-area/health-and-health-care>
- <https://www.commonwealthfund.org/programs/federal-and-state-health-policy>
- <https://www.healthaffairs.org>
- <https://www.statnews.com/>
- <https://www.medpagetoday.com/>
- <https://www.americanhealthlaw.org/publications/health-law-weekly>

### **Useful Websites on Legal Developments:**

- <http://scotusblog.com/>
- <https://www.oyez.org/>

### **Useful Podcasts**

What the Health?, POLITICO's Pulse Check, A Health Odyssey, Health Affairs Pathways, The Commonwealth Fund's New Directions in Health Care, An Arm and a Leg, Strict Scrutiny, Supreme Myths

**Recommended Social Media Follows:** Donald Moynihan (University of Michigan Public Policy), Pam Herd (University of Michigan Public Policy), Dan Diamond (*Washington Post* reporter), Sarah Kliff (*New York Times* reporter), Dylan Scott (*Vox* reporter), Larry Levitt (KFF VP), Margot Sanger-Katz (*New York Times* reporter), Julie Rovner (KFF Health News), Loren Adler (Brookings-Schaeffer Initiative), Jonathan Cohn (The Bulwark health policy reporter), Leah Litman (University of Michigan Law), Mary Ziegler (UC

Davis Law), Nicholas Bagley (University of Michigan Law), Aaron Carroll (AcademyHealth and IU School of Medicine).

**Canvas Instructions**

This course utilizes Canvas. Students are expected to regularly utilize Canvas for readings and information regarding assignments. Canvas announcements will be used to provide any updates to readings and assignments so be sure to set your Canvas settings accordingly. This website provides useful information regarding using Canvas: <https://community.canvaslms.com/t5/Student-Guide/tkb-p/student>

**Class Expectations/Behavior and Ground Rules**

Each student is expected to read the assigned materials and be prepared to discuss them in class. Your active participation in the course is required in the form of in-class exercises, group discussions and debates, exams, attendance at lectures, viewing any recorded material in advance, and presentations.

To provide an effective learning environment, *please use computers/iPads for class purposes only and keep cell phones on silent or vibrate if they are not turned off.*

Grades for the course will follow the letter format:

93 – 100%	A	73 – 76%	C
90 – 92%	A-	70 – 72%	C-
87 – 89%	B+	68 – 69%	D+
83 – 86%	B	63 – 67%	D
80 – 82%	B-	60 – 62%	D-
77 – 79%	C+	< 60%	F

**Student Performance Evaluation (100 points possible in class)**

Requirement	Course Weight	Remarks
Medicaid Work Requirement Memo (4 pages double-spaced)	10 points	The OBBBA compels states’ implementation of Medicaid work requirements but leaves room for flexibility in states’ rollout. Devise a Medicaid work requirement program for PA that complies with the federal requirement but minimizes administrative burden and inequity and discuss its politics of its implementation.
Op-Ed	10 points	Write a 700-900-word op-ed on a new or ongoing development in federal or state health law/policy/politics. <i>If you are interested in submitting this to a local newspaper, I will assist with additional refinements.</i>
Moot Court on Health Care Case	15 points	Students will argue a pending Supreme Court case, <i>Chiles v. Salazar</i> , on conversion therapy laws. 9 students will be assigned

		<p>to the role of SCOTUS justice (one of whom will be nominated as Chief Justice), with remaining students divided between petitioner and respondent (arguing the case). They will conduct appropriate research on the core arguments regarding conversion therapy, engaging with legal principles and health impacts in the oral argument, which will be held in class, followed by the “justices” deliberating and announcing their ruling on the case. Students will then submit a 2-pg reflection on how the Court should have ruled (or why it ruled correctly) and brief assessment of their contribution to the team effort and peer assessment. If there is an uneven number of non-SCOTUS justice students, one student will be assigned to the role of Court journalist, reporting on the argument and the key health policy issues raised.</p> <p>Moot Court Performance: 10 points Reflection: 5 points</p>
<p>Health Law Proposal and Analysis (8 pages, not including references)</p>	<p>34 points</p>	<p>Describe a health law that you would like to see enacted (it can be a policy that has been proposed, a policy that has been enacted at the state or local level but that you’d like to see on the national scale, or you can “wave a magic wand” and be creative). Discuss its anticipated effects on health care access and equity. Then analyze the political and legal barriers to enactment and implementation, taking into account potential grounds for litigation, and coalitions favoring policy entrenchment and policy retrenchment.</p>

		Topic submission/250-300-word project description: 5 points Annotated bibliography: 5 points 3-page excerpt: 10 points Final Report: 14 points
Final Exam on University-Designated Exam Date/Time	15 points	Short and medium-length answer questions, administered during final exam period. Students will be given a list of 10-15 potential questions, a subset of which will appear on the exam.
Three Discussion Boards	6 points (2 points each)	200-word reflection on the week's readings and/or class discussion, with two 100-word responses to another classmate's post.
Engagement	10 points	Attendance, contributing to class discussions, participation in in-class activities, posing two discussion questions to the class on assigned day.

### Note on Attendance

Attendance and participation are vital to understanding the concepts of the course. If you miss more than four classes, I will propose that we meet to discuss the possibility of your dropping the course.

### Assignment Submission / Late Work Policy

It is imperative that students turn in work at specified deadlines. Failure to do so will result in a third letter grade reduction per day late unless you have received an extension in advance. Work will not be accepted at all more than one week late unless said extension is granted in advance. If you have concerns regarding your ability to complete your work on time due to physical or mental health reasons, you are encouraged to seek appropriate treatment from campus services and to discuss with me *in advance* whether an extension is needed.

### Statement on Classroom Recording

To ensure the free and open discussion of ideas, students may not record classroom lectures, discussion and/or activities without the advance written permission of the instructor, and any such recording properly approved in advance can be used solely for the student's own private use.

### Academic Integrity Statement

Students in this course will be expected to comply with the [University of Pittsburgh's Policy on Academic Integrity](#). Any student suspected of violating this obligation for any reason during the semester will be required to participate in the procedural process, initiated at the instructor level, as outlined in the University Guidelines on Academic Integrity. To learn more about Academic Integrity, visit the [Academic Integrity Guide](#) for an overview of the topic. For hands-on practice, complete the [Academic Integrity Modules](#).

### Disability Services

The University of Pittsburgh is committed to inclusive and accessible education experiences for all students. If you have a disability for which you are, or may be, requesting an accommodation, you are encouraged to contact [Disability Resources and Services \(DRS\)](#), 140 William Pitt Union, (412) 648-7890, [drsrecep@pitt.edu](mailto:drsrecep@pitt.edu), as early as possible in the term. DRS will engage in a review process with you to determine eligibility and reasonable accommodations. If you are already registered with DRS, please complete the necessary steps on the [DRS Student Portal](#) to utilize your accommodations this term.

### **Accessibility**

The University of Pittsburgh is committed to [providing equal access](#) by making all electronic and information technology accessible to all users. This includes instructional materials and the [Canvas LMS platform](#).

- If you experience accessibility issues regarding course-specific material, please reach out to the instructor.
- If you experience a University-wide or other large-scale accessibility issue, please [report the digital accessibility barrier](#) to the Digital Accessibility Coordinator.
- If you are registered with [Disability Resources and Services](#) and experience issues with approved accommodations, you may contact [Disability Resources and Services \(DRS\)](#), 140 William Pitt Union, 412-648-7890, [drsrecep@pitt.edu](mailto:drsrecep@pitt.edu).

### **Religious Observances**

The University of Pittsburgh strives to foster a supportive environment and to respect the beliefs and values of all community members. Accordingly, recognizing that certain students may observe religious holidays (activities observed by a religious group of which a student is a member) and cultural practices that conflict with scheduled class activities, instructors will work with students to try to make reasonable accommodations in the event of such a conflict.

At the beginning of the semester, you should review the course requirements to identify foreseeable conflicts with assignments, exams, or other required attendance. If you identify a conflict, please contact your instructor (or your course coordinator/s), ideally within the first two weeks of the first class meeting, to allow time to discuss and attempt to make fair and reasonable adjustments to the schedule and/or tasks.

### **Copyright Notice**

These materials may be protected by copyright. United States copyright law, 17 USC section 101, et seq., in addition to University policy and procedures, prohibit unauthorized duplication or retransmission of course materials.

### **Use of AI Tools**

Intellectual integrity is vital to an academic community and for my fair evaluation of your work. All work completed and/or submitted in this course must be your own, completed in accordance with the University's Guidelines on Academic Integrity. All sources on which you draw must be cited appropriately. Using an AI tool to generate content without proper attribution qualifies as academic dishonesty.

### **Civil Rights and Title IX Statement**

The University of Pittsburgh does not tolerate any form of discrimination, harassment, or retaliation based on disability, race, color, religion, national origin, ancestry, genetic information, marital status, familial status, sex, age, sexual orientation, veteran status or gender identity or other factors as stated in the University's Title IX policy. The University is committed to taking prompt action to end a hostile environment that interferes with the University's mission. For more information about policies, procedures, and practices, visit the [Civil Rights & Title IX Compliance web page](#).

I ask that everyone in the class strive to help ensure that other members of this class can learn in a supportive and respectful environment. If there are instances of the aforementioned issues, please contact the Title IX Coordinator, by calling 412-648-7860, or e-mailing [titleixcoordinator@pitt.edu](mailto:titleixcoordinator@pitt.edu). Reports can

also be [filed online](#). You may also choose to report this to a faculty/staff member; they are required to communicate this to the University's Office of Institutional Engagement and Wellbeing. If you wish to maintain complete confidentiality, you may also contact the University Counseling Center (412-648-7930).

### **Gender Inclusive Language Statement**

Language is gender-inclusive and non-sexist when we use words that affirm and respect how people describe, express, and experience their gender. Just as sexist language excludes women's experiences, non-gender-inclusive language excludes the experiences of individuals whose identities may not fit the gender binary, and/or who may not identify with the sex they were assigned at birth. Identities including trans, intersex, and genderqueer reflect personal descriptions, expressions, and experiences. Gender-inclusive/non-sexist language acknowledges people of any gender (for example, first year student versus freshman, chair versus chairman, humankind versus mankind, etc.). It also affirms non-binary gender identifications, and recognizes the difference between biological sex and gender expression. Students, faculty, and staff may share their preferred pronouns and names, and these gender identities and gender expressions should be honored.

### **Content Warning and Class Climate Statement**

Our course readings and classroom discussions will often focus on mature, difficult, and potentially challenging topics. As with any course in the Gender, Sexuality, and Women's Studies Program, course topics are often political and personal. Readings and discussions might trigger strong feelings—anger, discomfort, anxiety, confusion, excitement, humor, and even boredom. Some of us will have emotional responses to the readings; some of us will have emotional responses to our peers' understanding of the readings; all of us should feel responsible for creating a space that is both intellectually rigorous and respectful. Above all, be respectful (even when you strongly disagree) and be mindful of the ways that our identities position us in the classroom.

I expect everyone to come to class prepared to discuss the readings in a mature and respectful way. If you are struggling with the course materials, here are some tips: read the syllabus so that you are prepared in advance. You can approach your instructor ahead of time if you'd like more information about a topic or reading. If you think a particular reading or topic might be especially challenging or unsettling, you can arrive to class early and take a seat by the door so that you can easily exit the classroom as needed. If you need to leave or miss class, you are still responsible for the work you miss. If you are struggling to keep up with the work because of the course content, you should speak with me and/or seek help from the counseling center.

### **Statement on Scholarly Discourse**

In this course we will be discussing very complex issues of which all of us have strong feelings and, in most cases, unfounded attitudes. It is essential that we approach this endeavor with our minds open to evidence that may conflict with our presuppositions. Moreover, it is vital that we treat each other's opinions and comments with courtesy even when they diverge and conflict with our own. We must avoid personal attacks and the use of ad hominem arguments to invalidate each other's positions. Instead, we must develop a culture of civil argumentation, wherein all positions have the right to be defended and argued against in intellectually reasoned ways. It is this standard that everyone must accept in order to stay in this class; a standard that applies to all inquiry in the university, but whose observance is especially important in a course whose subject matter is so emotionally charged.

### **Your Wellbeing Matters!**

College can be an exciting and challenging time for students. Taking time to maintain your well-being and seek appropriate support can help you achieve your goals and lead a fulfilling life. It can be helpful to remember that we all benefit from assistance and guidance at times, and there are many resources available to support your well-being while you are at Pitt. You are encouraged to visit [Thrive@Pitt](#) to learn more about well-being and the many campus resources available to help you thrive.

If you or anyone you know experiences overwhelming academic stress, persistent difficult feelings and/or challenging life events, you are strongly encouraged to seek support. In addition to reaching out to friends and loved ones, consider connecting with a faculty member you trust for assistance connecting to helpful resources.

The [University Counseling Center](#) is also here for you. You can call 412-648-7930 at any time to connect with a clinician. If you or someone you know is feeling suicidal, please call the University Counseling Center at any time at 412-648-7930. You can also contact Resolve Crisis Network at 888-796-8226. If the situation is life threatening, call Pitt Police at 412-624-2121 or dial 911.

## SCHEDULE OF SESSIONS AND ASSIGNMENTS

Class	Topic	Required Readings	In Class Activity and Assignments Due
January 13	Course Overview  Brief Introduction to Health Care System	Cutler, David. 2025. "The Worst Piece of Health Care Legislation Ever." <i>JAMA Health Forum</i> <a href="https://jamanetwork.com/journals/jama-health-forum/fullarticle/2838483">https://jamanetwork.com/journals/jama-health-forum/fullarticle/2838483</a>	• Introductions
January 15	Introduction to the American Legal System	Democracy Docket. 2022. "The U.S. Court System, Explained." <a href="https://www.democracymocket.com/analysis/the-u-s-court-system-explained/">https://www.democracymocket.com/analysis/the-u-s-court-system-explained/</a>  Howe, Amy. 2025. "Overturning Precedent on the Roberts Court." <i>SCOTUSBlog</i> <a href="https://www.scotusblog.com/2025/10/overturning-precedent-on-the-roberts-court/">https://www.scotusblog.com/2025/10/overturning-precedent-on-the-roberts-court/</a>  Slocum, Robin. "Introduction to the American Legal System." (skim) <a href="https://www.law.northwestern.edu/student-life/student-services/orientation/documents/orientation-reading-slocum-ch_022.pdf">https://www.law.northwestern.edu/student-life/student-services/orientation/documents/orientation-reading-slocum-ch_022.pdf</a>  <b>Optional but useful:</b> Kerr, Orin. 2007. "How to Read a Legal Opinion." <a href="https://law2.wlu.edu/library/documents/kerrhowtoreadopinion.pdf">https://law2.wlu.edu/library/documents/kerrhowtoreadopinion.pdf</a>	
January 20	The Origins and Enactment of Medicare	Oberlander, <i>The Political Life of Medicare</i> , Ch. 2, 3	
January 22	Medicare Implementation Politics and Financing	Oberlander, <i>The Political Life of Medicare</i> , Ch. 5, 6  "A Snapshot of Sources of Coverage Among Medicare Beneficiaries." <a href="https://www.kff.org/medicare/a-snapshot-of-sources-of-coverage-among-medicare-beneficiaries/">https://www.kff.org/medicare/a-snapshot-of-sources-of-coverage-among-medicare-beneficiaries/</a>	
January 27	The Future of Medicare	Oberlander, <i>The Political Life of Medicare</i> , Ch. 7  KFF. 2020. "Public Opinion on Single-Payer, National Health plans, and Expanding Access to Medicare Coverage." <a href="https://www.kff.org/affordable-care-act/public-opinion-on-single-">https://www.kff.org/affordable-care-act/public-opinion-on-single-</a>	• <u>Class activity</u> on the new Medicare prior authorization through AI: In groups of 4-5 (each representing a

Class	Topic	Required Readings	In Class Activity and Assignments Due
		<p><a href="#">payer-national-health-plans-and-expanding-access-to-medicare-coverage/</a></p> <p>Yaver, Miranda. 2025. “Dr. Oz’s new plan to root out Medicare ‘waste’ is actually a recipe for disaster.” <i>MSNBC</i>.</p>	<p>different perspective: Medicare enrollee, CMS Administrator, clinician/hospital, disability or aging advocate, congressional oversight committee), identify the core legal or procedural concerns, the public health risk of getting this policy wrong, and ways to promote accountability.</p>
January 29	Medicaid Design and Political Context	<p>Center on Budget and Policy Priorities. “Policy Basics: Introduction to Medicaid.” <a href="https://www.cbpp.org/research/policy-basics-introduction-to-medicaid">https://www.cbpp.org/research/policy-basics-introduction-to-medicaid</a></p> <p>Michener, <i>Fragmented Democracy</i>, Ch. 1-4</p>	
February 3	Medicaid Implementation and Work Requirements	<p>Michener, <i>Fragmented Democracy</i>, Ch. 5-8</p> <p>KFF. 2018. “An Early Look at Implementation of Medicaid Work Requirements in Arkansas.” <a href="https://www.kff.org/medicaid/an-early-look-at-implementation-of-medicaid-work-requirements-in-arkansas/#3dfa5afc-45a9-4046-9cbe-87ea672edcc8">https://www.kff.org/medicaid/an-early-look-at-implementation-of-medicaid-work-requirements-in-arkansas/#3dfa5afc-45a9-4046-9cbe-87ea672edcc8</a></p> <p>The Commonwealth Fund. 2019. “Why the Court Once Again Struck Down Federal Approval of Medicaid Work Experiments.” <a href="https://www.commonwealthfund.org/blog/2019/why-court-once-again-struck-down-federal-approval-medicaid-work-experiments">https://www.commonwealthfund.org/blog/2019/why-court-once-again-struck-down-federal-approval-medicaid-work-experiments</a></p>	
February 5	Medicaid in Court	<p>Stoltzfus Jost, Timothy and Sara Rosenbaum. 2012. “The Supreme Court and the Future of Medicaid.” <i>The New England Journal of Medicine</i>. <a href="https://www.nejm.org/doi/full/10.1056/NEJMp1208219">https://www.nejm.org/doi/full/10.1056/NEJMp1208219</a></p> <p>Somodevilla, Alexander and Sara Rosenbaum. 2020. “Inside the D.C. Circuit’s Opinion in <i>Gresham v. Azar</i>.” <i>Health Affairs</i> <a href="https://www.healthaffairs.org/content/forefront/inside-d-c-circuit-s-opinion-i-gresham-v-azar-i">https://www.healthaffairs.org/content/forefront/inside-d-c-circuit-s-opinion-i-gresham-v-azar-i</a></p> <p>“SCOTUS Ruling on <i>Medina v. Planned Parenthood</i> Will Limit Access to Care for Patients in South Carolina and Beyond.” <a href="https://www.kff.org/womens-health-policy/scotus-ruling-on-medina-v-planned-parenthood-will-limit-access-to-care-for-patients-in-south-carolina-and-beyond/">https://www.kff.org/womens-health-policy/scotus-ruling-on-medina-v-planned-parenthood-will-limit-access-to-care-for-patients-in-south-carolina-and-beyond/</a></p>	<ul style="list-style-type: none"> <li>• Discussion Board #1</li> </ul>

Class	Topic	Required Readings	In Class Activity and Assignments Due
February 10	Crafting and Enacting the Affordable Care Act	Kaiser Family Foundation. "Affordable Care Act 101." <a href="https://www.kff.org/health-policy-101-the-affordable-care-act/?entry=table-of-contents-what-is-the-affordable-care-act">https://www.kff.org/health-policy-101-the-affordable-care-act/?entry=table-of-contents-what-is-the-affordable-care-act</a> Cohn, <i>Ten Year War</i> , Ch. 7-17 (don't worry, the chapters are short!)	<ul style="list-style-type: none"> <li>Health Law Proposal Topic Description Due</li> </ul>
February 12	Initial Backlash and Litigation Over the Affordable Care Act	Cohn, <i>Ten Year War</i> , Ch. 18-20 <i>National Federation of Independent Business v. Sebelius</i> (2012) (excerpt) Moncrieff, Abigail. 2013. "The Individual Mandate as Healthcare Regulation: What the Obama Administration Should Have Said in <i>National Federation of Independent Business v. Sebelius</i> ( <i>American Journal of Law and Medicine</i> )." <a href="https://www.cambridge.org/core/journals/american-journal-of-law-and-medicine/article/abs/individual-mandate-as-healthcare-regulation-what-the-obama-administration-should-have-said-in-nfib-v-sebelius/F5931F95518D6939D3AA96C59E4E20F5">https://www.cambridge.org/core/journals/american-journal-of-law-and-medicine/article/abs/individual-mandate-as-healthcare-regulation-what-the-obama-administration-should-have-said-in-nfib-v-sebelius/F5931F95518D6939D3AA96C59E4E20F5</a>	<ul style="list-style-type: none"> <li>Medicaid Work Requirements Proposal Due</li> </ul>
February 17	ACA "Repeal and Replace" Efforts	Cohn, <i>Ten Year War</i> , Ch. 22-26 Lewallen, Jonathan, Sean Theriault, and Bryan Jones. 2017. "The Senate's disastrous process for crafting the AHCA fits a historic pattern." <i>Vox</i> <a href="https://www.vox.com/the-big-idea/2017/6/21/15843352/senate-hearings-secrecy-ahca-debate-stealth">https://www.vox.com/the-big-idea/2017/6/21/15843352/senate-hearings-secrecy-ahca-debate-stealth</a> Rudowitz, Robin. 2017. "Data Note: Review of CBO Medicaid Estimates of the American Health Care Act." Kaiser Family Foundation. <a href="https://www.kff.org/affordable-care-act/data-note-review-of-cbo-medicaid-estimates-of-the-american-health-care-act/">https://www.kff.org/affordable-care-act/data-note-review-of-cbo-medicaid-estimates-of-the-american-health-care-act/</a>	
February 19	The ACA Goes Back to Court	<i>Texas v. United States</i> (district court ruling excerpt) "Explaining <i>California v. Texas</i> : A Guide to the Case Challenging the ACA." <a href="https://www.kff.org/affordable-care-act/issue-brief/explaining-california-v-texas-a-guide-to-the-case-challenging-the-aca/">https://www.kff.org/affordable-care-act/issue-brief/explaining-california-v-texas-a-guide-to-the-case-challenging-the-aca/</a> "Explaining Litigation Challenging the ACA's Preventive Services Requirements: <i>Braidwood Management Inc. v. Becerra</i> ." <a href="https://www.kff.org/womens-health-policy/explaining-litigation-challenging-the-acas-preventive-services-requirements-braidwood-management-inc-v-becerra/">https://www.kff.org/womens-health-policy/explaining-litigation-challenging-the-acas-preventive-services-requirements-braidwood-management-inc-v-becerra/</a>	<ul style="list-style-type: none"> <li><b>Class activity:</b> In small groups, discuss the logic of trying to invalidate the ACA's preventive services mandate in <i>Kennedy v. Braidwood</i>, and how health insurers and patients would have responded if the case were decided differently.</li> </ul>
February 24	Legalizing Contraception	<i>Griswold v. Connecticut</i> (1965) (excerpt) <i>Eisenstadt v. Baird</i> (1972) (excerpt) VanSickle-Ward, Rachel and Amanda Hollis-Brusky. 2013. "An (Un)clear Conscience Clause: The Causes and Consequences of	<ul style="list-style-type: none"> <li>Discussion Board #2</li> </ul>

Class	Topic	Required Readings	In Class Activity and Assignments Due
		<p>Statutory Ambiguity in State Contraceptive Mandates.” <i>Journal of Health Politics, Policy, and Law</i> 38(4): 683-708.</p> <p>KFF. 2024. “The Right to Contraception: State and Federal Actions, Misinformation, and the Courts.” <a href="https://www.kff.org/womens-health-policy/the-right-to-contraception-state-and-federal-actions-misinformation-and-the-courts/">https://www.kff.org/womens-health-policy/the-right-to-contraception-state-and-federal-actions-misinformation-and-the-courts/</a></p>	
February 26	Contraceptive Coverage	<p><i>Burwell v. Hobby Lobby</i> (2014) (excerpt)</p> <p>Farmer, Ann. 2015. “<a href="#">The Ballooning Effect of <i>Hobby Lobby</i></a>.” American Bar Association.</p> <p>KFF. 2025. “Policy Landscape of Private Insurance Coverage of Contraception in the U.S.” <a href="https://www.kff.org/womens-health-policy/policy-landscape-of-private-insurance-coverage-of-contraception-in-the-u-s/">https://www.kff.org/womens-health-policy/policy-landscape-of-private-insurance-coverage-of-contraception-in-the-u-s/</a></p>	<ul style="list-style-type: none"> <li>• Annotated Bibliography Due</li> </ul>
March 3	Abortion through <i>Roe v. Wade</i>	<p>Ziegler, <i>Abortion and the Law</i>, Introduction, Ch. 1</p> <p><i>Roe v. Wade</i> (1973) (excerpt)</p>	
March 5	The Middle Ground on Abortion: Some Wins, Some Losses	<p><i>Planned Parenthood v. Casey</i> (1992) (excerpt)</p> <p>Guttmacher Institute. 2023. “Targeted Regulation of Abortion Providers.” <a href="https://www.guttmacher.org/state-policy/explore/targeted-regulation-abortion-providers">https://www.guttmacher.org/state-policy/explore/targeted-regulation-abortion-providers</a></p> <p><i>Whole Woman’s Health v. Hellerstedt</i> (2016) (excerpt)</p> <p>Ziegler, <i>Abortion and the Law</i>, Ch. 2-5</p>	<ul style="list-style-type: none"> <li>• Op-ed due</li> </ul>
March 10/12	SPRING BREAK – NO CLASS 😊		
March 17	<i>Dobbs v. Jackson</i> and its Impact	<p><i>Dobbs v. Jackson</i> (2022) (excerpt)</p> <p>Ziegler, Mary. 2024. “The Post-<i>Dobbs</i> Legal Landscape.” <i>American Journal of Public Health</i> <a href="https://ajph.aphapublications.org/doi/abs/10.2105/AJPH.2024.307752?af=R">https://ajph.aphapublications.org/doi/abs/10.2105/AJPH.2024.307752?af=R</a></p> <p>Jones, Rachel and Lisa Remez. 2024. “Research on the Early Impact of <i>Dobbs</i> on Abortion, Births, and Contraception: What We Know So Far.” Guttmacher Institute Report. <a href="https://www.guttmacher.org/report/research-on-early-impact-of-dobbs-on-abortion-births-contraception">https://www.guttmacher.org/report/research-on-early-impact-of-dobbs-on-abortion-births-contraception</a></p>	<ul style="list-style-type: none"> <li>• Meet with moot court groups</li> </ul>
March 19	Abortion Law and EMTALA	<p>Sobel, Laurie, et al. 2024. “Abortion Back at SCOTUS: Can States Ban Emergency Abortion Care for Pregnant Patients?” KFF. <a href="https://www.kff.org/womens-health-policy/abortion-back-at-scotus-can-states-ban-emergency-abortion-care-for-pregnant-patients/">https://www.kff.org/womens-health-policy/abortion-back-at-scotus-can-states-ban-emergency-abortion-care-for-pregnant-patients/</a></p>	<ul style="list-style-type: none"> <li>• <u>Class activity:</u> In small groups, identify a reproductive health coverage gap (e.g., travel issues post-<i>Dobbs</i>, restrictions on</li> </ul>

Class	Topic	Required Readings	In Class Activity and Assignments Due
		Rosen, Aliza. 2024. "SCOTUS Mifepristone and EMTALA Decisions Explained." <a href="https://publichealth.jhu.edu/2024/scotus-mifepristone-and-emtala-decisions-explained">https://publichealth.jhu.edu/2024/scotus-mifepristone-and-emtala-decisions-explained</a>	interstate abortion prescribing, contraception access amid religious objections) and devise a legally viable solution and assess political feasibility
March 24	Moot Court	No readings!	• <u>Class activity:</u> Moot Court
March 26	Vaccines: Early Challenges and Correlation vs. Causation	<i>Jacobson v. Massachusetts</i> (1905) (excerpt) Gostin, Lawrence. 2005. "Jacobson v. Massachusetts at 100 Years: Police Power and Civil Liberties in Tension." <i>American Journal of Public Health</i> <a href="https://pmc.ncbi.nlm.nih.gov/articles/PMC1449223/">https://pmc.ncbi.nlm.nih.gov/articles/PMC1449223/</a> Quick, Jonathan and Heidi Larson. 2018. "The Vaccine-Autism Myth Started 20 Years Ago. Here's Why It Still Endures Today." <i>TIME</i> <a href="https://time.com/5175704/andrew-wakefield-vaccine-autism/">https://time.com/5175704/andrew-wakefield-vaccine-autism/</a>	• Submission of moot court reflection due
March 31	Vaccine Law and Politics Amid COVID-19	Jones, David and Monika McDermott. 2022. " <a href="#">Partisanship and the Politics of COVID Vaccine Hesitancy</a> ." <i>Polity</i> Motta, Matt. 2023. "Is Partisan Conflict Over COVID-19 Vaccination Eroding Support for Childhood Vaccine Mandates?" <i>npj vaccines</i> <a href="https://www.nature.com/articles/s41541-023-00611-3">https://www.nature.com/articles/s41541-023-00611-3</a> Rutschman, Ana Santos and Ruqaiijah Yearby. 2022. "Public Health Law and Policy in the Wake of <i>NFIB v. OSHA</i> : Probing Emerging Divides in the Supreme Court's View of Public Health." <i>New York University Journal of Legislation &amp; Public Policy</i> <a href="https://nyujlpp.org/quorum/rutschman-yearby-public-health-law/">https://nyujlpp.org/quorum/rutschman-yearby-public-health-law/</a>	• <u>Class activity:</u> Debate the following resolution: "Public health emergencies justify temporary suspension of individual liberties."
April 2	Vaccine Hesitancy Beyond COVID	Congressional Research Service Report. 2019. " <a href="#">Measles Outbreaks, Vaccine Hesitancy, and Federal Policy Options</a> ." Allen, Arthur. 2024. "How Measles, Whooping Cough and Worse Could Roar Back on RFK Jr.'s Watch." <i>NPR</i> . <a href="https://www.npr.org/sections/shots-health-news/2024/12/06/nx-s1-5218574/rfk-vaccines-anti-vaccine-infectious-disease">https://www.npr.org/sections/shots-health-news/2024/12/06/nx-s1-5218574/rfk-vaccines-anti-vaccine-infectious-disease</a> KFF Health News. 2025. "In RFK Jr.'s Upside-Down World of Vaccines, Panel Votes to End Hepatitis B Shot at Birth." <a href="https://kffhealthnews.org/news/article/cdc-acip-hepatitis-b-birth-dose-reversal-recommendation-rfk">https://kffhealthnews.org/news/article/cdc-acip-hepatitis-b-birth-dose-reversal-recommendation-rfk</a>	
April 7	HIV/AIDS Origins and Initial Response	Shilts, <i>And the Band Played On</i> , Prologue, Parts II-IV	• Paper excerpt due

Class	Topic	Required Readings	In Class Activity and Assignments Due
April 9	HIV/AIDS: Damage Control?	Shilts, <i>And the Band Played On</i> , Parts V-VII Davis, Emilio. 2024. "Correcting the Record: Gaetan Dugas, Stigma, and the Patient Zero Narrative." <a href="https://www.aidschicago.org/correcting-the-record-gaetan-dugas-and-the-patient-zero-narrative/">https://www.aidschicago.org/correcting-the-record-gaetan-dugas-and-the-patient-zero-narrative/</a>	<ul style="list-style-type: none"> <li>• Discussion Board #3</li> </ul>
April 14	Learning from HIV/AIDS and COVID-19 for the Next Pandemic	Shilts, <i>And the Band Played On</i> , Parts VIII-IX Fauci, Anthony and Gregory Folkers. 2024. "HIV/AIDS and COVID-19: Shared Lessons from the Two Pandemics." <i>Clinical Infectious Diseases</i> <a href="https://academic.oup.com/cid/article/80/5/1074/7909224">https://academic.oup.com/cid/article/80/5/1074/7909224</a>	<p><b>Class activity:</b> In small groups assigned to HIV/AIDS, COVID-19, or a future unknown pandemic, discuss the legal, political, and public health tradeoffs of the government publicly naming individuals ("patient zero") or communities associated with early disease transmission.</p>
April 16	The Employee Retirement Income Security Act and the Upending of American Health Federalism	Yaver, Miranda. "The Health Politics and Missed Opportunities of ERISA Reform." <i>Working Paper</i> . Potter, Wendell. 2024. "A 50-Year-Old Federal Law Makes It Nearly Impossible to Hold Big Insurance Accountable. I Testified at The Department of Labor About It." <i>Substack</i> <a href="https://healthcareuncovered.substack.com/p/a-50-year-old-federal-law-makes-it">https://healthcareuncovered.substack.com/p/a-50-year-old-federal-law-makes-it</a> Yaver, Miranda. 2025. "This nightmare delay and denial shows why patients need a bill of rights." <i>The Hill</i> <a href="https://thehill.com/opinion/healthcare/5079894-erisa-health-insurance-barriers/">https://thehill.com/opinion/healthcare/5079894-erisa-health-insurance-barriers/</a>	
April 21	<i>Loper Bright v. Raimondo</i> (2024), Health Policy, and the Death of the Administrative State	National Health Law Program. 2024. "Case Explainer: <i>Loper Bright v. Raimondo</i> ." <a href="https://healthlaw.org/resource/case-explainer-loper-bright-v-raimondo/">https://healthlaw.org/resource/case-explainer-loper-bright-v-raimondo/</a> Parmet, Wendy. 2024. " <i>Loper Bright</i> and the Death of Deference in the Administration of Health Policy." <i>Health Affairs</i> <a href="https://www.healthaffairs.org/content/forefront/loper-bright-and-death-deference-administration-health-policy">https://www.healthaffairs.org/content/forefront/loper-bright-and-death-deference-administration-health-policy</a>	
April 23 (remote)	TBD		<ul style="list-style-type: none"> <li>• Policy analyses due at end of week</li> <li>• Students given list of potential exam questions</li> </ul>