

### NYU Professor Jay Rosen



*“...I first became interested in this problem after listening to *The Giant Pool of Money*, the awesomely effective one-hour “This American Life” episode that finally explained to me what the mortgage banking crisis was, how it happened and why it implicated... well, just about everyone.*

*I was grateful, because up to that moment I had absorbed many hundreds of reports about “subprime lenders in trouble” but had not understood a single one of them.*

*It wasn’t that these reports were uninformative. Rather, I was not informable because I lacked the necessary background knowledge to grasp what was being sent to me as news.”*

### Journalist Matt Thompson (Reynolds Fellow, U.Missouri)

*“...Chances are that most of the information you’ve encountered about (health care reform) has been what I’d call **episodic**. Hundreds of headlines wash over us every day. And part of why many of us engage in this flow is because we have faith that over time, this torrent of **episodic** knowledge is going to cohere into something more significant: a framework for genuinely understanding an issue.*

*(But) It turns out that in order for information about things like the public option and budget reconciliation to be useful to you, you need a certain amount of **systemic knowledge** to be able to parse it. You need an intellectual framework for understanding health care reform before the episodic headlines relating to health care reform make any sense.*

*...One of the most knowledgeable journalists reporting on the health-care process has already distilled almost every health care system in the world into four essential types... once you get that knowledge, it suddenly becomes a lot easier to understand the system we have in the US, and the system that the Democrats are trying to turn ours into.”*

*These terms I’ve been using – “intellectual framework,” “systemic information,” etc. – **this is what I mean when I say “context.”***

#### **The Bismarck model**

- Created in 1880s by Otto von Bismarck in Germany
- Based on private, tightly regulated, insurance funds
- Mostly through employers
- Government pays for enrollment of the unemployed
- Germany, Switzerland, the Netherlands, France and Japan

#### **The Beveridge model**

- Britain's National Health Service created by William Beveridge in the 1940s
- Government owns and operates the entire health care system
- General taxes pay all costs. No bills to patients
- Some private care, privately paid for - about 3% of total health care costs
- Great Britain, Italy, Spain, Scandinavia, Hong Kong

#### **The Douglas model**

- Tommy Douglas, Premier of Saskatchewan, got this program established in 1947 and 1961
- Tax-funded government payments for health care
- Nearly all doctors and some hospitals are private
- Canada, Taiwan, South Korea

#### **You're On Your Own, Baby! (YOYO)**

- Third World model
- The vast majority of care paid for out-of-pocket (OOP)
- If you have money you get health care; if you don't have money you don't
- Rural regions of Africa, India, South Asia, China, South America

### Tristan Harris, Founder of Apture, which creates context apps for websites

*“...Say you’re walking into the Metropolitan Museum of New York... If you’re like most people, you probably don’t know much about the paintings that line the halls, or why a certain piece is particularly notable or revolutionary. While you might glean bits and pieces from the tiny yellow notecards appearing next to each piece – year, author, type of paint used – the whole experience is relatively flat. The paintings haven’t given you any reason to care about them. Put another way, if you peered into your brain during this experience, you’d probably see it light up pretty simple, low-order sensory areas: “look, there’s a black brush stroke on a giant white canvas.”*

*Compare that experience to this one: An NYU Professor of Art History ... leads you through the hallways, enthusiastically explaining the different artistic periods, pointing out the significance of each flourish used by the painter, describing the life and economic status of the artist during the time they painted, and so on. Equipped with this framework to understand the painting, instead of just seeing colors and lines on top of canvases, you now appreciate detailed information about each piece that you couldn’t have before... it’s almost as if you’re perceiving a different painting than the one before the Art History teacher showed up. This is how I think of the word **context**... Even though the rectangle of colored brush strokes is the same as the one you saw before the NYU professor told you all about it, you actually see the painting in a different way after you have context.”*

