



**GLHLTH 210K:
GLOBAL HEALTH ETHICS
INTERDISCIPLINARY PERSPECTIVES
SPRING 2018**

Areas of Knowledge: Social Science
Modes of Inquiry: Ethical inquiry
Course format: Lecture, discussion, team problem solving

Instructor's Information

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Course Description

The course explores ethical frameworks for understanding human behavior and public policies. The course pays particular attention to ethical issues and cultural competencies related to creating policies for, and working with, traditionally disadvantaged and/or disenfranchised individuals and communities; health outbreaks and emergencies which incited global responses. The course explores the role of well-intentioned individuals who enter a community with the aspiration to change the community in some positive way and/or to study that community. The course examines the ethical choices made by multinational, national and local policymakers, clinicians, students, professionals, and researchers and their impact on individuals, families and communities. Students will learn to understand the intended and unintended consequences of changes to policies, structures and behaviors in their work and travels around the world. Students will learn the importance of understanding underlying moral and structural frameworks of individuals, families and groupings of people before engaging in intentional change or research activities.

Course Goals/Objectives

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1. The ability to identify, articulate, and analyze the beliefs and behaviors that people describe as “right” or “good”; beliefs or behaviors identified as “unethical” or “immoral”

2. Competence in ethical and culturally competent decision-making relating to global health practice, policy and research
3. Familiarity with some of the most important ethical dilemmas facing those engaged in global health service and research
4. Knowledge of the major ethical and legal frameworks for thinking about health and human rights in the global context

Required Text(s)/Resources

Blackburn, S, *Being Good: A Short Introduction to Ethics*

Haidt, J. *The Righteous Mind: Why Good People are Divided by Politics and Religion*

Pinto, A & Upshur REG, *An Introduction to Global Health Ethics*

Sachs, J. *The End of Poverty: Economic Possibilities for our Time*

Articles as assigned by the Instructor and found on the Sakai course site

Additional Materials (optional)

Students will need laptop computers compatible with the Sakai course site requirements and to access online resources.

Course Requirements / Key Evidences

Student will read and critically think about the assigned material, is ready to engage with the material and classmates, and can speak for his/her group or express personal opinion if called upon or volunteers to speak in class. This preparation and readiness will be reflected in the following forms of evidence.

Students will take short quizzes on readings, write papers, take a mid-term and final exam to demonstrate mastery of the material. An important evaluation criteria is class discussion which demonstrates the student's ability to apply the concepts to ethical problems in global health. Class participation is required. There is significant reading required and optional sessions to review written materials will be offered outside of class. Students evaluate their own progress on applying the concepts and grade themselves using a "gain" score of initial v. later analysis of the same global health case.

Assessment Information / Grading Procedures

GRADING

Attendance (See below)	10 %
Participation (Individual and Group)	10 %
Midterm Exam	10 %

Final Exam	10%
Quizzes (periodic tests on readings; cumulative score)	20 %
Critique of a Global Human Rights Doctrine	20%
Self-exam (test/re-test)	20%

Attendance Points are only gained if the student attends class and completes the sign-in.

Individual Participation. Continuous engagement in the class is required rather than a few large projects. Each class meeting time the student should come prepared to participate in small group and in-class discussions. Individual Participation in this course will be evaluated by the Instructor.

Group Participation. Group participation will be will be evaluated by the Instructor and peers.

Midterm Exam – at the midpoint in the course a 45 – 60 minute examination will use short answer, multiple choice and fill in the blank questions to assess the students recall, understanding and application of key definitions and concepts.

Final Exam – Following the DKU exam schedule, a final examination uses short answer, multiple choice, fill in the blank and short essay questions to assess the students recall, understanding and application of key definitions and concepts in the course.

Quizzes – unannounced short quizzes are given in class based on assigned homework readings. The cumulative average score of all quizzes is used to assess the student’s understanding of readings.

Critique of a global human rights doctrine

Based on the material learned in class, the student will examine one global human rights doctrine and evaluate its application to populations around the globe.

There is no strict rule on how many of the readings from class to cite – the goal is to cite them appropriately and support a coherent argument in the paper. Students are encouraged to use references from outside class along with references to the class readings.

Students can choose one of the Research Ethics documents such as: Belmont Report, Declaration of Helsinki, or Nuremberg Code. Alternatively a student could choose one of the documents such as the UN Declaration of Human Rights, or the UN Convention on the Rights of the Child, or International Convention on Child Labor. These suggestions are for illustrative purposes only. There are many such declarations available for the student to choose. The students will be required to identify their selected doctrine in advance along with an outline of the proposed paper. Students may petition the instructor to conduct an ethical analysis of a global health case situation but prior approval must be sought and agreed well in advance.

The paper should not be longer than 6 pages, double spaced, 12 point font with 1 inch margins. The goal of the paper is to apply critical thinking learned in class to critique the selected doctrine and suggest ways in which it may not fully realize its goals and propose improvements. In these critiques it is very appropriate to question the notion of “human rights” or the various mechanisms that are used to interpret, apply or enforce those “rights”.

Each student must submit his/her paper via Sakai: DATE TBA given in 1st day of class.

Self-exam (test/re-test): In the first two weeks of class the student reads a case study and writes his/her advocacy position for the preferred “ethical” action. The first analysis is held by the Instructor until the end of the course when the student re-examines the case and his/her previous advocated position. The student develops a revised position in a re-examination of the case to create a “gain score”. The student assigns him/herself a Self-exam score based on the learning gains made in the course.

Final Grades are calculated applying the percentages (see above) to each assessment area, totaled and a letter grade assigned following the scheme below. NOTE: grades are NOT rounded up.

- A+ 98.00 -100.00
- A 95.00 - 97.99
- A - 90.00 – 94.99
- B+ 87.00 – 89.99
- B 84.00 – 86.99
- B- 80.00 – 83.99
- C+ 77.00 – 79.99
- C 74.00 – 76.99
- C- 70.00 – 73.99
- D+ 67.00 – 69.99
- D 64.00 – 66.99
- D - 60.00 – 63.99

Diversity and Intercultural Learning (see Principles of DKU Liberal Arts Education)

The course assumes students come from a variety of cultural backgrounds with their own moral/ethical preferences and biases. Building upon Haidt’s “moral foundations theory” and other ethical frameworks, the class invites students to reflect upon and form personal ethics by applying them to global health problems.

Course Policies and Guidelines

ATTENDANCE

Attendance to class is expected, and it is the responsibility of the student to be on time and prepared to engage in discussion when class begins. Sign-in sheets will be available at the beginning of class, and it is the students’ responsibility to sign-in for each class. Each class is worth 8 Attendance Points. Deductions are as follows:

- 2 points are deducted if not in class at the start of class
- 4 if more than 15 minutes late
- 6 if more than 30 minutes late
- 8 if more than 45 minutes late

- There are 14 classes in the semester for a total of 112 available Attendance Points. The maximum attendance score is 100%, thus a student has 12 Attendance Points to use at his/her discretion for being late or missing class. Students should consult with the instructor to discuss problems with attendance.

Late Work

- Late work (< 24 hrs after deadline) will result in a ½ grade deduction. If work is turned in 1 - 3 days later, a full grade is deducted. After 4 days, a 2-grade reduction is deducted.

MISSING CLASS due to Excused Absence

- Missing class due to an excused absence follows the DKU attendance policy. Whenever possible the student should inform the Instructor in advance if s/he will miss class and if s/he will be requesting an excused absence.
- **Assignments and Excused Absences.** An excused absence does not count for lost Attendance Points. If you do not contact your instructor/TA within 48 hours following the date the request for an excused absence was submitted, the instructor is under no obligation to accommodate the student illness and can treat the missed work as unexcused. Exceptions to the 48-hour deadline may be granted by the student's academic dean in extraordinary circumstances. Missed Assignments should be submitted to the Instructor.
- **Assignments and no excused absence.** If a student is going to miss class for other reasons, s/he may submit an assignment via Sakai by the beginning of the class the assignment is due and not receive a grade penalty.
- Cell phone use is not allowed in the class. Laptops may be used for note taking but during designated class discussions the instructor will ask students to disengage the laptop.

Tentative Course Outline or Schedule

On or before the first class a week by week course schedule of topics and readings will be available on Sakai.