

# **Public Policy Studies 196S.65**

*Health, Science and Human Rights*

*Spring 2006, Duke University*

**FOCUS cluster “Global Health”**

## **Instructor:**

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## **Teaching Assistants:**

**Rong Hu (rong.hu<at>duke<dot>edu), MPP graduate student**

**Whitney Laemmler and Suparna Salil (whitney.laemmler or suparna.salil**

**<at>duke<dot>edu), junior undergraduates (history and PPS, resp.)**

## **Class meeting:**

**Tuesday 6-8:30 p.m.,**

**Primary room: Carr 243 (starting week 2)**

**Secondary location: Alspaugh Residence Hall, East Campus, apartment 103**

## **Office Hours:**

- 1. immediately after classes in CIEMAS or Alspaugh, or**
- 2. schedule meetings with Diane Best, GELP office manager (diane<dot>best<at>duke<dot>edu) or**
- 3. meet me on East Campus evenings or weekends, or on West Campus (North building or another agreed location) during the weekdays**

## ***Course Process***

You may never have taken a seminar course before. If not, do not fret; it should be deeply engaging. The FOCUS experience will be a terrific introduction to college academics. If we do this right, you will remember this course and the FOCUS experience for a very long time. Seminars are quite different from lecture courses, and I hope you will cotton to this one.

At the beginning, much of the work for the course will be carried out by readings and my initiating the discussion. I will introduce the topic. Over time, however, the work will shift to the teaching assistants and then to you students. The course will culminate with 15-minute presentations entirely done by students (followed by question and answer sessions).

You will get as much out of a seminar course as you put into it. Doing the readings and being prepared to talk about them is the bare minimum required. That is the largest single component in your grade. Most learning will not come from the initial encounter with the readings, but from discussing and thinking about them. If you come to class ill-prepared, it will be both obvious and neither a good use of your time nor your classmates'. Getting the most out of the discussions will depend on: (1) showing mutual respect, and (2) valuing our time as a group. Beyond coming prepared for discussion, this means listening carefully as well as accepting responsibility for ensuring that everyone gets a chance to talk, and that neither you nor anyone else dominates the discussion. I will intervene where needed, but fairness and mutual respect also need to be firmly established as a group norm.

Topics and readings that will carry us through the first half of the course have already been organized, and are listed below, under the course schedule. As your projects emerge, the direction of the course will increasingly be driven by your interests and suggestions. That will be a group process deliberately intended to address your specific interests. You will also individually select a topic for primary research on a final paper. Those final projects can be individual or group. If they are group projects, they need to be constructed so we can tease out individual grades (individual work on specific sections, modules, or component papers, for example).

There are two main writing assignments:

1. A short paper (4-5 pp.) intended to prepare you for discussions linking ethics to human rights, and focusing on the roles of scientists and health professionals, and
2. A research paper or final project component (15-20 pp.) on a topic of your choice. This can become part of a group effort, if some of you group together to work on thematically linked projects, but as noted, we need to be able to assign individual grades. There are two main rules for this paper and presentation:

- It must entail primary research—that is, you will need to use archives or first-person accounts or interviews, and not rely entirely on books, press accounts, or other ‘secondary’ sources that synthesize materials; and
- It must incorporate methods used by scientists or health professionals.

I do not expect you to go out and document human rights abuses yourselves, but rather to do a careful analysis of work by those who have done so, and demonstrate that you understand the context, the use of scientific and medical expertise, how that special expertise is brought to bear, and why it matters.

I will also ask you to submit a write-up of a page or less on two events you attend during the term. This will be pass-fail, and is not intended to be a labor-intensive paper, but rather thoughts, feelings, and observations about activities going on at Duke that relate to the course.

Some of you may have service-learning projects that integrate closely with this course. For others, a service-learning project may only tangentially relate to our course, or you may not be engaged in service projects at all. That should not affect your experience of the course, and certainly will not affect your grade for this seminar. A service-learning component can, however, reinforce the values you are thinking about and the academic background of both your seminar courses as well as your writing course, and we are willing to work with you to that end where relevant. We can use office hours and other time to think through how the academic work in this course relates to your service-learning project, although this is entirely up to you.

Your grade will be based 10 percent on the first, short paper; 40 percent on the final paper; and 50 percent on class participation (which subsumes the pass-fail event accounts).

### ***Primary Texts***

Amnesty International, *Ethical Codes and Declarations Relevant to the Health Professions* (4<sup>th</sup> Ed., 2000; [http://web.amnesty.org/aidoc/aidoc\\_pdf.nsf/Index/ACT750052000ENGLISH/\\$File/ACT7500500.pdf](http://web.amnesty.org/aidoc/aidoc_pdf.nsf/Index/ACT750052000ENGLISH/$File/ACT7500500.pdf)).

National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research, *The Belmont Report* (1979) (<http://ohrp.osophs.dhhs.gov/humansubjects/guidance/belmont.htm>).

Physicians for Human Rights and University of Cape Town Health Sciences Faculty, *Dual Loyalty and Human Rights* ([http://www.phrusa.org/healthrights/dual\\_loyalty.html](http://www.phrusa.org/healthrights/dual_loyalty.html)) or order book from Physicians for Human Rights

Samantha Power, *A Problem from Hell: America and the Age of Genocide* (Perennial, 2002; 2003 paperback)

Jonathan Glover, *Humanity: A Moral History of the 20<sup>th</sup> Century* (New Haven: Yale University Press, 2001)? Selections? Suparna—suggestions, and where it would fit in the syllabus?

## **General Resources**

### **Journals**

**Health and Human Rights** <http://www.hsph.harvard.edu/xfbcenter/journal.htm>

**Medicine and Global Survival** <http://www.ippnw.org/MGS/>

**BMC International Health and Human Rights**  
<http://www.biomedcentral.com/bmcinthealthhumrights/>

**You should have free access to these journals if you log in through the Duke computer network (or if you log in from elsewhere, use the Duke Proxy server for Hyper-Text Transfer Protocol (HTTP)<sup>1</sup>). I will post PDF or other files of articles on the Blackboard site if you cannot access them via the open web.**

### **Organizations**

**American Association for the Advancement of Science**, Committee on Scientific Freedom and Responsibility, Human Rights Program <http://shr.aaas.org/>

**Amnesty International** [www.amnesty.org](http://www.amnesty.org), see esp. medical office and their publications for health professionals <http://web.amnesty.org/rmp/hponline.nsf/publications?openview>, and bibliography <http://web.amnesty.org/rmp/hponline.nsf/bibliography>.

**Francois-Xavier Bagnoud Center** (Harvard School of Public Health)  
<http://www.hsph.harvard.edu/xfbcenter/home.htm>

**Human Rights Watch** [www.hrw.org](http://www.hrw.org)

**Mary-Claire King laboratory**, University of Washington  
<http://depts.washington.edu/~kingweb/>

**National Academies of Science and Engineering and Institute of Medicine, Committee on Human Rights** <http://www7.nationalacademies.org/humanrights/>

**Physicians for Human Rights** [www.phrusa.org](http://www.phrusa.org)

### **Supplementary Texts (not required, but may be of interest)**

Amnesty International, *Combating Torture: A Manual for Action* (AI London, 2003)

Richard Pierre Claude, *Science in the Service of Human Rights* (University of Pennsylvania, 2002)

Robert Proctor, *Racial Hygiene: Medicine under the Nazis* (Harvard, 1989).

British Medical Association, *The Medical Profession and Human Rights: Handbook for a Changing Agenda* (BMA, 2001)

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<sup>1</sup> How to set up a proxy server depends on your operating system and browser. See [http://www.oit.duke.edu/remote\\_access/proxy.html](http://www.oit.duke.edu/remote_access/proxy.html).

Jonathan M. Mann, Sofia Gruskin, Michael A. Grodin, George J. Annas, *Health and Human Rights: A Reader* (NY: Routledge, 1999).  
Stephen P. Marks, *Health and Human Rights: The Educational Challenge* (Boston: Francois-Xavier Bagnoud Center for Health and Human Rights and American Public Health Association, 2002) <[http://www.hsph.harvard.edu/xfbcenter/pubs\\_orderform.htm](http://www.hsph.harvard.edu/xfbcenter/pubs_orderform.htm)>.  
Physicians for Human Rights, *Examining Asylum Seekers: A Health Professional's Guide to Medical and Psychological Evaluations of Torture* (2001) ([http://www.phrusa.org/campaigns/asylum\\_network/manual.html](http://www.phrusa.org/campaigns/asylum_network/manual.html))

## ***Course Schedule***

### **Class 1 (fill in date): Introductions**

Who am I? Who are you? What are you interested in? Class format and plans.

**What are human rights? Group project: draft a declaration of principles.**

**Viewing of “Genocide” from “World at War” video series.**

### **Class 2 (January 24): History of the Genocide Convention**

*A Problem from Hell*, pp. 1-85, 170-245

Roles:

Ambassador Morgenthau

Raphael Lemkin

Senator Fulbright

### **The Role of scientists and health professionals in documenting and addressing human rights abuse: The Iraqi Genocide and the Anfal Campaign**

Roles:

Peter Galbraith

Saddam Hussein

Jalal Talabani

Massoud Barzani

Geo. H.W. Bush

*Winds of Death* report (<http://www.phrusa.org/research/iraq/winds.html>) and video clip;

*Report from Cukurca; The Use of Chemical Weapons: Conducting an Investigation Using Survey Epidemiology* ([http://www.phrusa.org/research/chemical\\_weapons/chemjourn.html](http://www.phrusa.org/research/chemical_weapons/chemjourn.html));

*The Mass Graves of al-Mahawi* (<http://hrw.org/reports/2003/iraq0503/>) (Read summary; scan the rest), and for contrast,

Eric Stover, William Haglund, and Margaret Samuels, Exhumation of Mass Graves in Iraq *Journal of the American Medical Association* 290: 663-666, 2003 (Aug 6); also available online (<http://jama.ama-assn.org/cgi/reprint/290/5/663>)

*Genocide in Iraq: The Anfal Campaign against the Kurds*

(<http://www.hrw.org/reports/1993/iraqanfal/#Table%20of>) (Read “introduction” in some detail, then scan chapters)

**Video: *Winds of Death?***

### **Class 3 (date): The role of health professionals and lawyers in torture and interrogation: the “torture debate”**

*Doctors with 'Dirty Hands'* ([http://www.phrusa.org/research/iraq/release\\_061203\\_oped.html](http://www.phrusa.org/research/iraq/release_061203_oped.html)); Susan Okie, Glimpses of Guantanamo—Medical Ethics and the War on Terror, *New England Journal of Medicine* 353: 2529-2534, Dec 15, 2005 (available free on Web). Leonard Rubenstein, Christian Pross, Frank Davidoff, and Vincent Iacopino, Coercive US Interrogation Policies: A Challenge to Medical Ethics, *Journal of the American Medical Association* 294: 1544-1549, 2005. Physicians for Human Rights, *Break Them Down: Systematic Use of Psychological Torture by US Forces* (Boston: PHR, 2005), executive summary (pp. 1-17). *Dual Loyalty and Human Rights* ([http://www.phrusa.org/healthrights/dual\\_loyalty.html](http://www.phrusa.org/healthrights/dual_loyalty.html)) or order book from Physicians for Human Rights

[Suparna, can you call PHR to see if they'll send a PDF of the exec summary for teaching from these two reports, then post to Blackboard?—full report or just exec summary are both OK]

Karen J. Greenberg, *The Torture Debate* (NY: Cambridge Univ. Press, 2006); Essays 2, 7, 15, scan and selectively read pp. 317-361, “The Torture Memo” from Bybee to President Geo. W. Bush via Alberto Gonzales)

This needs to get scanned and put on e-reserve, or posted on BBoard

### **Video? *Battle of Algiers?***

#### **Class 4: Background on Universal Declaration of Human Rights**

A short piece on history of UDHR  
A video clip of Eleanor Roosevelt?

#### **From Nuremberg to Tuskegee**

Grodin chapter from “Nuremberg Code” book (Grodin & Annas)  
Nuremberg Code itself  
*Deadly Deception* video.  
National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research, *The Belmont Report* (<http://ohrp.osophs.dhhs.gov/humansubjects/guidance/belmont.htm>).  
Arthur Caplan, When Evil Intrudes, *Hastings Center Report* 22 (Nov/Dec): 29-32, 1992 (<http://search.epnet.com/direct.asp?an=9301241047&db=afh>).  
Patricia King, The Dangers of Difference, *Hastings Center Report* 22 (Nov/Dec): 35-38, 1992 (<http://search.epnet.com/direct.asp?an=9301241049&db=afh>).  
James H. Jones, The Tuskegee Legacy 22 (Nov/Dec): 38-40, 1992 (<http://search.epnet.com/direct.asp?an=9301241050&db=afh>).  
G. Corbie-Smith, S. B. Thomas, and D. M. M. St. George, Distrust, Race, and Research, *Archives of Internal Medicine* 162 (Nov. 25): 2458-2463, 2002 (<http://archinte.ama-assn.org/cgi/reprint/162/21/2458.pdf>).

Roles:

- Nurse
- Patients in Tuskegee trial
- PHS/CDC physicians

#### **Class 5: Race and medicine**

**Access to essential medicines**

**First paper due: What is so special about science and medicine in defense of human rights? (4-5 pp.) {This will get changed. It did not work very well. I'll have to think through how to change it. Also probably move its due date a week or so later.}**

**Class 6: Sexual violence and AIDS**

**Female Genital Mutilation**

**Class 7: Rong Hu's topics**

**Class 8: [One of these is the April 4 event, right?]**

**Class 9:**

**Class 10:**

**Class 11: Student presentations**

**Class 12: Student presentations**

**Class 13: Paul Farmer**

**Class 14: Student presentations**

**Final session summary and evaluation**

**Final paper due (15-20 pp.)**