



Course Syllabus

Course Title: Ethics, Global Health, & the Fundamental Causes of Disease
2011 sec 002, CRN #32167

Meeting: Tu-Th 3:30-4:45 PM
Mamie Jenkins Seminar Room 104

Credit Hours: 3

Prerequisites: None

Grading System: A-F

Course Instructor: Daniel S. Goldberg, J.D., Ph.D
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Course Description:

What causes disease across the globe? What causes people in some parts of the world to have much higher rates of certain diseases than others? And what are the implications for global health policy and ethics? This course aims to provide preliminary answers to these questions, but more so to provide students with the knowledge base and understandings needed to begin answering these questions for themselves. The interdisciplinary course will draw readings, insights, and analysis from a number of domains including public health, health policy, law, history, and ethics.



Course Objectives:

By the end of the course, learners will be able to

1. Explain the distinction between global health and global health care.
2. Describe the effects of social and economic conditions on global health.
3. Evaluate the ethical responsibilities of the developed world for the health problems of the developing world. *In so doing students will learn the subject matter for ethics as it relates to international affairs and global health (Foundations Curriculum Goal for the Humanities Goal 1, Goal 3).*
4. Evaluate public policy recommendations for improving global health and compressing global health inequities. *In so doing, students will learn the research methodology needed to assess public policy from an ethical perspective (Foundations Curriculum Goal for the Humanities Goal 2).*

Writing Intensive (WI)

2011 sec 002, CRN #32167 is a writing intensive course in the Writing Across the Curriculum Program at East Carolina University. In using WI Model # 1, this course contributes to the twelve-hour WI requirement for students at ECU. Additional information is available at the following site: <http://www.ecu.edu/writing/wac/>.

Evaluation:

Students will be graded according to their written work and class participation. There will be three writing assignments for this course. The first is a structured assignment requiring short answers to several questions, totaling 6-8 pages. The second is a cohesive essay of 6-8 pages (topic to be provided). Each of these first two assignments is worth 20% of the final grade.

The third writing assignment will be a 10-12 page paper worth 40% of the final grade. Students may write the third writing assignment on any topic of their choosing so long as it relates to the course material. Topics can be provided by the instructor if desired.

For each of the writing assignments, citation should generally conform to the Chicago Manual of Style. Wikipedia may not be used as a source.

Writing assignments will be graded along the following criteria:



1. Cogency of and technical rigor in the argument;
2. Engagement with and use of course material (readings, in-class discussion, electronic discussion board postings, etc.); and
3. Mechanical aspects of good essay writing, including the existence of a clear thesis, proper paragraph structure, correct grammar and spelling, and appropriate diction and syntax.

Class preparedness and participation is worth 20% of the final grade and consists of familiarity with the readings and engagement with the class material. As part of the class participation grade, each week one 250-word reading response will be due by 9 am of the Tuesday morning on which class is schedule. Please plan your schedules accordingly and contact the professor in advance if you anticipate any difficulties in completing the reading responses.

Several fora will be provided for class discussion, including in-class discussion and in-class group work, the electronic discussion board on Blackboard, regularly scheduled online chats, and a class weblog.

Accommodations for Qualified Individuals with Disabilities:

It is the policy of East Carolina University to make reasonable accommodations for qualified individuals with disabilities. If you are a person with a disability and desire accommodations to complete your course requirements, please contact me after class or make an appointment within the first two weeks of classes. All discussions will remain confidential. Additionally, students should contact the [Department for Disability Support Services](#).

Honor Code/Academic Integrity:

Students are expected to show academic integrity and to adhere strictly to the [ECU Honor Code](#).

Policy on Late Papers/Extensions

Extensions of up to 48 hrs will generally be granted if requested *at least* 24 hrs prior to the due date. An extension carries with it a penalty of 2/3 of a letter grade (i.e., from an “A” to a “B+”). In all other cases, late papers will not be accepted for any reason. Please plan your schedules accordingly.



Readings:

There are no required texts for this course. All readings will be posted on Blackboard.

Schedule of Topics, Readings, & Assignments:

Class 1: January 10

Introduction, Class Mechanics, Syllabus

Reading Assignment:

1. Paul Farmer, "Introduction," *Infections and Inequalities: The Modern Plagues* (Berkeley: University of California Press, 2001), pp. 1-17.
2. Howard Waitzkin, "One and a Half Centuries of Forgetting and Rediscovering: Virchow's Lasting Contributions to Social Medicine," *Social Medicine* 1, no. 1 (2006): 5-10.
3. Rex Taylor and Annelie Rieger, "Medicine as Social Science: Rudolf Virchow on the Typhus Epidemic in Upper Silesia," *International Journal of Health Services* 15, no. 4 (1985): 547-59.

Class 2: January 12

Health & Its Distribution



Class 3, 4: January 17, 19

History of Public Health and Its Relevance to Modern Global Health

Reading Assignment:

1. Simon Szreter, "Introduction," in Simon Szreter, *Health and Wealth: Studies in History and Policy* (Rochester: University of Rochester Press, 2004), 1-20.
2. Sylvia N. Tesh, "Miasma and 'Social Factors' in Disease Causality: Lessons from the Nineteenth Century," *Journal of Health Politics, Policy and Law* 20, no. 4 (1995): 1001-24.

Class 5, 6: January 24, 26

Disease Causality and Why It Matters

Reading Assignment:

1. M. Parascandola and Douglas L. Weed, "Causation in Epidemiology," *Journal of Epidemiology and Community Health* 55, no. 12 (2001): 905-12.
2. Bruce G. Link and Jo C. Phelan, "Social Conditions as Fundamental Causes of Disease," *Journal of Health and Social Behavior* (Spec. Issue): 80-94.
3. Ulla Räisänen, Marie-Jet Bekkers, Paula Boddington, Srikant Sarangi, and Angus Clarke, "The Causation of Disease – the Practical and Ethical Consequences of Competing Explanations," *Medicine, Health Care and Philosophy* 9, no. 3 (2006): 293-306.

Class 7, 8: January 31, February 2

Health vs. Health Care

Reading Assignment:

1. James Colgrove, "The McKeown Thesis: A Historical Controversy and Its Enduring Influence," *American Journal of Public Health* 92, no. 5 (2002): 725-29.
2. Steven H. Woolf et al., "Giving Everyone the Health of the Educated: An Examination of Whether Social Change Would Save More Lives Than Medical Advances," *American Journal of Public Health* 97, no. 4 (2007): 679-83.



3. Theodore Pincus, Robert Esther, Darren A. DeWalt, & Leigh F. Callahan, “Social Conditions and Self-Management Are More Powerful Determinants of Health Than Access to Care,” *Annals of Internal Medicine* 129, no. 5 (1998): 406-411.
4. Paula M. Lantz, Richard L. Lichtenstein, and Harold A. Pollack, “Health Policy Approaches to Population Health: The Limits of Medicalization,” *Health Affairs* 26, no. 5 (2007): 1253-57.

Class 9, 10: February 7, 9

Social Determinants of Health I (Introduction)

Social Determinants of Health II (Social Inequalities & Health Inequalities)

Reading Assignment:

1. *Unnatural Causes: “In Sickness and In Wealth”* (California Newsreel Productions, 2008) (video).
2. Michael G. Marmot, “Understanding Social Inequalities in Health,” *Perspectives in Biology and Medicine* 46, no. 3 Supp. (2003): S9-S23.
3. Nancy Krieger and George Davey Smith, “‘Bodies Count,’ and Body Counts: Social Epidemiology and Embodying Inequality,” *Epidemiologic Reviews* 26 (2004): 92-103.
4. Norman Daniels, Bruce Kennedy, and Ichiro Kawachi, *Is Inequality Bad for Our Health?* (Boston, MA: Beacon Press, 2000), 3-35.

First Writing Assignment Due February 14.

Class 11, 12: February 14, 16

Social Determinants of Health III (Closing the Gap in a Generation - Health Equity through Action on the Social determinants of Health. Final Report of the World Health Organization’s Commission on the Social Determinants of Health)

Social Determinants of Health IV (“Closing the Gap in a Generation” - Assessment)



Reading Assignment:

1. *Closing the Gap in a Generation: Final Report of the World Health Organization Commission on the Social Determinants of Health* (2008) (Executive Summary), available at http://www.who.int/social_determinants/thecommission/finalreport/en/index.html.
2. Anne-Emanuelle Birn, "Making it Politic(al): Closing the Gap in a Generation: Health Equity through Action on the Social Determinants of Health," *Social Medicine* 4, no. 3 (2009): 166-82.
3. Vicente Navarro, "What We Mean by Social Determinants of Health," *International Journal of Health Services* 39, no. 3 (2009): 423-41.
4. "Rio Political Declaration on Social Determinants of Health," available at www.bit.ly/q5anfm.
5. "Protecting the Right to Health through action on the Social Determinants of Health" A Declaration by Public Interest Civil Society Organisations and Social Movements," available at <http://www.phmovement.org/sites/www.phmovement.org/files/AlternativeCivilSocietyDeclaration20Sep.pdf>.

Class 13, 14: February 21, 23

International Political Economies & Global Health

Reading Assignment:

1. *Unnatural Causes: "Bad Sugar,"* (California Newsreel Productions, 2008).
2. Paul Farmer, "On Suffering and Structural Violence: Social and Economic Rights in the Global Era," in *Pathologies of Power: Health, Human Rights, and the New War on the Poor* (Berkeley: University of California Press), pp. 29-50.
3. Friedrich Engels, *On the Conditions of the Working Class in England* (1845) ("Results"), available at <http://www.gutenberg.org/ebooks/17306>.
4. Stephen Bezruchka, "Is Globalization Dangerous to Health?" *Western Journal of Medicine* 172, no. 5 (2000): 332-34.



Class 15, 16: February 28, March 2

Just Deserts? Ethical Responsibility for Global Health Inequities

Reading Assignment:

1. Howard M. Leichter, "'Evil Habits' and 'Personal Choices': Assigning Responsibility for Health in the 20th Century," *Milbank Quarterly* 81, no. 4 (2003): 603-62.
2. Daniel Wikler, "Personal and Social Responsibility for Health," *Ethics & International Affairs* 16, no. 2 (2002): 47-55.
3. Thomas Pogge, "Responsibilities for Poverty-Related Ill Health," *Ethics & International Affairs* 16, no. 2 (2002): 71-79.
4. Solomon R. Benatar, "Moral Imagination: The Missing Component in Global Health," *PLoS Medicine* 2, no. 12: e400 (2005), available at <http://www.plosmedicine.org/article/info%3Adoi%2F10.1371%2Fjournal.pmed.0020400>.

No Class Week of March 5 (Spring Break)

Class 17, 18: March 13, 15

Ethics, the Developed World, & Global Health

Reading Assignment:

1. Sridhar Venkatapuram, "Global Justice and the Social Determinants of Health," *Ethics & International Affairs* 24, no. 2 (2010), available at http://www.carnegiecouncil.org/resources/journal/24_2/essays/001.
2. Amartya Sen, "Why Health Equity," in *Public Health, Ethics, and Equity* (eds. Sudhir Anand, Fabienne Peter, and Amartya Sen) (New York: Oxford University Press, 2002), 21-32.

Second Writing Assignment Due March 20.



Class 19, 20: March 20, 22

Health & Human Rights Talk

Reading Assignment:

1. Sridhar Venkatapuram, Ruth Bell and Michael Marmot, "The Right to Sutures: Social Epidemiology, Human Rights, and Social Justice," *Health and Human Rights* 12, no. 2 (2010): 3-16.
2. Makau Mutua, "The Complexity of Universalism in Human Rights," in *Human Rights with Modesty: The Problem of Universalism* (ed. Andrés Sajó) (M. Nijhoff Publishers, 2004), 51-64.
3. Makau Mutua, "The Transformation of Africa: A Critique of the Rights Discourse," in *Human Rights and Diversity: International Human Rights Law in a Global Context* (eds. Felipe Gomez Isa & Koen de Feyter) (Bilbao: University of Deusto Press, 2009), 899-924.

Class 21, 22: March 27, 29

Bioethics & Global Health

Reading Assignment:

1. Paul Farmer and Nicole Gastineau Campos, "New Malaise: Bioethics and Human Rights in the Global Era," *Journal of Law, Medicine & Ethics* 32, no. 2 (2004): 243-51.
2. Daniel Wikler and Dan W. Brock, "Population-Level Bioethics: Mapping a New Agenda," in *Global Bioethics: Issues of Conscience for the Twenty-First Century* (eds. Ronald M. Green, Aine Donovan, and Steven A. Jaus) (New York: Oxford University Press, 2008), 15-36.
3. Jacquineau Azetsop, "New Directions in African Bioethics: Ways of Including Public Health Concerns in the Bioethics Agenda," *Developing World Bioethics* 11, no. 1 (2011): 4-15.



Class 23, 24: April 3, 5

Priorities in Global Health Policy

Reading Assignment

1. Geoffrey Rose, "Sick Individuals and Sick Populations," *International Journal of Epidemiology* 14, no. 1 (1985): 32-38.
2. Eeva Ollila, "Global Health Priorities – Priorities of the Wealthy?" *Globalization and Health* 2005, 1:6, available at <http://www.globalizationandhealth.com/content/1/1/6>.
3. Editorial, "What has the Gates Foundation Done for Global Health," *The Lancet* 373, no. 9675 (2009): 1577.
4. David McCoy, Gayatri Kumbhavi, Jinesh Patel, and Akish Luintel, "The Bill & Melinda Gates Foundation's Grant-Making Programme for Global Health," *The Lancet* 373, no. 9675 (2009): 1645-53.

Class 25: April 10

Priorities in Global Health: Chronic vs. Infectious Disease

Reading Assignments:

1. World Health Organization, *2010 Global Status Report on Noncommunicable Diseases*, available at http://www.who.int/entity/nmh/publications/ncd_report_summary_en.pdf (Executive Summary).
2. Robert Geneau et al., "Raising the Priority of Preventing Chronic Diseases: A Political Process," *Lancet* 376, no. 9753 (2010): 1689-98.

Class 26: April 12

In-Class Peer Review Writing Sessions (conducted by University Writing Program)



Class 27: April 17

Stigma as a Global Health Priority

1. Bruce G. Link & Jo C. Phelan, "Stigma and Its Public Health Implications," *Lancet* 367, no. 9509 (2006): 528-29.
2. Mitchell G. Weiss & Jayashree Ramakrishna, "Stigma Interventions & Research for International Health," *Lancet* 367 (2006): 536-38.

Class 28: April 19

Final Class: Discussion and Last Thoughts

Reading Assignment:

1. Johanna T. Crane, "Unequal 'Partners': AIDS, Academia, and the Rise of Global Health," *Behemoth: A Journal on Civilization* 3, no. 3 (2010): 78-97.

Third Writing Assignment Due April 25.