Course Meetings: Wednesdays 10.30am-12.25pm (including break)

Credits: Two Credits

Room: TBC

Provisional Office Hours: TBC after consultation with students.

Teaching Assistant John Slattery. jslatter@nd.edu

Email

Professor Celia Deane-Drummond Celia.Deane-Drummond.1@nd.edu.

Joseph Bock Joseph.G.Bock.5@nd.edu

Course Description.

This course will focus on bioethical issues from a global perspective in the context of health needs of the global community. We will address the particular practical ethical dilemmas faced by humanitarian workers. We will then cover some examples of ethical quandaries that are most relevant in a global health context, some of which are controversial from a religious perspective, including corruption and weak governance, HIV/AIDS; end of life, mental health and drug resistant tuberculosis. We will also discuss evolving theoretical frameworks for global health ethics, including values in global health, and more specifically social justice, solidarity and sustainability, drawing on named philosophical and theological traditions, including liberation theology.

Aims
The course aims to:

(1) Provide students with knowledge and understanding of practical bioethical issues that are most relevant in a global health context.
(2) Provide a foundation for critical, yet appreciative engagement with different philosophical and cultural perspectives on global bioethics.

(3) Offer a multidisciplinary framework for global bioethical discussion, including scientific and theological perspectives.

Learning Goals/Outcomes

By the end of this course students will be able to:

1. Analyse ethical dilemmas associated with specific bioethical problems connected with health care in a given context.

2. Critically evaluate different theoretical frameworks for bioethics in a global context.

3. Show the ability to construct an argument, using a multidisciplinary approach and including some theological analysis.

4. Collaborate with other students in order to present a seminar on a particular case study in global health care.

Texts

These will be allocated for each week as pre-readings and you are expected to have read the relevant materials for each week in advance prior to a group seminar discussion. Many of these will be drawn from the journal Developing World Bioethics, and you will need to become familiar with this journal, as well as other literary resources cited here. These materials will be posted in the library on e reserves, ER. In some cases ER means that the readings will be on Sakai, so please check both places, and it is your responsibility to download these materials or print them according to your preference.

Teaching Methods

In general, we will follow the pattern of a short interactive lecture (30-45 mins) followed by a more extended seminar discussion on one or at the most two of the required readings (pre-readings) for that week. Those readings required for the seminar section for each week are marked with a * and are in blue font. An interactive lecture means that you will have some input from your tutor, but you are free to ask questions or introduce your own ideas in this process. An interactive lecture means in practice that you will be given points or questions to think about or discuss in pairs in relation to the problems under consideration during the class time. You will be divided up into groups for each weekly seminar if needed depending on the class size. Also, depending on the class size, you will be expected to take your turn in leading the sub-group in the discussion of the readings for that week, and come to the class suitably prepared. You will need to volunteer to lead a class discussion in the second week of the course. The STARRED * reading in blue font in
each of the pre-reading texts are the ones we will focus on during the seminar, so it is imperative that you read these carefully. You are recommended to do as much of the further reading as time permits in preparation for your marked essay assignments or take home examination.

Course Requirements

<table>
<thead>
<tr>
<th>A Class Work and Group Presentation (40%) (To appraise learning goals 1, 2)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>B. Written Assignments (40%)</strong></td>
</tr>
<tr>
<td>Reflection Papers 1 &amp; 2 (10% mark). Memoranda on Sphere Standards (10% mark)</td>
</tr>
<tr>
<td>Mid Term Assignment (20%) (To appraise learning goals 1, 3, 4).</td>
</tr>
<tr>
<td><strong>C. Final Take Home Exam (20%) (To appraise learning goals 3 &amp; 4).</strong></td>
</tr>
</tbody>
</table>

A. Class Work (40%)  
1. Group Presentations (15%) 19th March 2014  
   Case Studies in Global Health Ethics  
   In week 9 on 19th March 2014 you will be expected to collaborate with other students in order to prepare a short presentation of ten minutes followed by five minutes discussion with other colleagues on ONE case study, using specific examples, ideally from your own experience or particular interest, in order to illustrate your answer. **What are the specific ethical challenges in this case? You are expected to go beyond the material discussed in the lectures in compiling your presentation.**

   You do not necessarily need to keep to the case studies we have already discussed in class. You will be assigned one of these groups in the fourth week of class. The size of these groups and the precise time allocated will depend on the final class size, though the intention is that there will be a minimum of three students and a maximum of five students and all students presenting in any given group will be given an identical mark. You are permitted to take into account any feedback in the discussion period after your presentation, but assess if this is useful for you, and **do not mention the source of ideas by naming students.**

   One week after your presentation you will need to submit your collaborative group work for appraisal and your written submission should be between 1,000 and 1,500 words in length.

   If any member of your group has failed to contribute to the discussion please let your tutor know.

2. Seminar Participation (25%)  
   This course places a high value on class participation when you bring your own particular experience and insight to bear on particular topics and readings. You will be divided into smaller sub-groups of around 4 students for
discussion of key papers in the first few weeks. Within your sub-groups, you will be expected to take your turn in leading a particular seminar session. For the final session of this course you will be divided into three teams for a practical exercise. Although this exercise is not formally assessed, your full participation in this and other exercises in class contributes to your seminar participation mark.

If you are leading the group discussion, then you need to have prepared in advance questions to help orientate your discussion and these need to be available on the day of the seminar. The pre-readings marked * and in blue font are required for all students taking part in the seminar and questions need to relate to this reading(s). The seminar leader is requested to read all the material for the week that they are facilitating in their group. You will be given a grade for class participation, and this will be judged on your ability to communicate effectively with other students in presenting an articulate viewpoint as a result of sustained and careful reading of the texts set for the week and your ability to lead a group as appropriate. Full class attendance is required so if there are no mitigating circumstances for absence, then the mark for seminar participation will be dropped accordingly.

B Written Assignments

Short Reflection Papers (20%)

All reflection papers are two page reflections that engage in critically with reading material you have covered in class and in preparation for class. Penalties for late work will be applied unless there are medical or other mitigating circumstances.

Reflection Paper I (5%) on material covered in the first two weeks of class, 15th January and 22nd January: Frameworks for Global Bioethics. Due date is 29th January 2013 (start of class).

Memorandum on Sphere Standards (10%) on material covered on humanitarian disasters. Due date is 5th February (start of class).

Reflection Paper 2 (5%) on material covered on 5th February on Liberation Theology. Due date is 12th February (start of class).

Mid Term Written Assignment (20%)

Due Date 26th March, 2014 by 10.30am (start of class).

This will take the form of an individual reflective paper of 5-8 pages (font 12 point double spaced) with an appropriately referenced bibliography in answer to the following question:

Using a specific case of a global health issue drawn EITHER from your interests AND/OR practical experience, what do you think are the main
ethical challenges involved, giving reasons for your answer. How might you attempt to resolve these?

{Please do not use the same case study for this assignment that you intend to use for your group presentations.}

D. Final Exam (20%)

The final take home exam will be on 30th April 2014 and will be on the global frameworks for global health including, values in global health, and more specifically social justice theory, solidarity and sustainability. You will have 24 hours to complete this examination and it and will take the form of one question out of a choice of three questions in section A on secular ethical frameworks and one question out of a choice of three questions in Section B on religion/theology and global health ethics.

Honor Code
Specific policies and procedures regarding the Honor Code are found in Notre Dame’s Student Guide to the Academic Code of Honor, http://www.nd.edu/~hnrcode/docs.

Proposed Schedule of Classes
Most of the resources you will need for this course are either in the library or on e-reserves or posted on Sakai. You may choose to buy some of the key texts where you find the topic of most interest for development, and these books are flagged up by the code RP for a given topic. In some cases, readings are on reserve at the Hesburgh Library.

Codes used for this course:
ER = Electronic Reserves or on Sakai
RP = Recommended for purchase
OP = Optional Purchase
For a web site that gives access to published resources and other useful material see http://ghbe.globalhealthhub.org/articles/

Recommended for Purchase
The following books are recommended for purchase (RP) and are also in the reserve collection (RC):

Paul Farmer and Gustav Gutierrez, In the Company of the Poor (Maryknoll: Orbis, 2013) (Abbreviated to ICP).

The following are for optional purchase and are in the reserve collection:
Mary Anderson, *Do No Harm* (Lynn Reiner Publishers, 1994).

(1) Wednesday 15 January

**Pre-reading:**

Paul Farmer and Nicole Gastino Campus, ‘Rethinking Medical Ethics: A View from Below’ *Developing World Bioethics* Volume 4 Number 1 2004; pp. 17-41. ER.


Miguel De La Torre, “Resistance” in LTAT, pp. 1-20; ER.
Paul Farmer, “Re-Imagining Accompaniment”, *ICP*, pp. 1-15, ER.

**Lecture 1: Introduction to Course and Frameworks for Global Health Ethics**

Celia Deane-Drummond

**Seminar 1: A Biosocial Approach.**

**Further Reading**


(2) Wednesday 22 January

**Pre-reading:**

Lecture 2. (Joe Bock)

What are development ethics? Is it possible and desirable to have ethics that apply throughout the world?

Further Reading

(3) Wednesday 29 January

DUE: ASSIGNMENT 1: TWO PAGE REFLECTION PAPER 1 (5%)

Pre-reading:


Skim as needed, and feel free to skip the section entitled “Minimum Standards in Shelter, Settlement and Non-Food Items” on pp. 239-286. Also, you do not need to read the annexes starting on page 355, but you should at least skim over Annex 2, The Code of Conduct, pp. 368-76.

Lecture 3 (Joe Bock)

Standards to be met in response to humanitarian disasters.

Assignment
You are the newly appointed Country Director for the UN Development Program (UNDP). A major disaster has occurred in your assigned country.

You are leading a disaster response team comprised of your current staff members. Your team has identified a national Non-Governmental Organization (NGO) which has the integrity and competency to carry out disaster response. (In other words, your team has decided that the national NGO will be your “implementing partner”. On page 9 of Humanitarian Charter and Minimum Standards in Humanitarian Response, humanitarian organizations are advised what to do when standards cannot be met. Identify a health-related standard, and write a memorandum to your supervisor in New York, explaining the reasons why meeting this standard is not possible in your current circumstances. Your memorandum should cover:

1. A brief situation report about the disaster (pick a past disaster or develop a hypothetical one) and what your team has learned “On the ground”.
2. A description of the “gap between the relevant Sphere indicators and the ones reached in practice”.
3. An explanation of the reasons for this gap, what needs to be changed, and the ethical reasons why changes are needed.
4. An assessment of the “negative implications for the affected population”.

5. A brief plan of what your team and implementing partner will do “to minimize the harm caused by these implications”. Your supervisor will only accept memoranda that are no longer than two pages!

**Further Reading (See also final class).**

---

**DUE: ASSIGNMENT 2: TWO PAGE MEMORANDA ON SPHERE STANDARDS (10%).**

**Pre-reading:**


Miguel De La Torre, “Liberation Theologies: What are They?”, in LTAT, pp. 41-62.

Gustavo Gutierrez, “Saying and Showing to the Poor” in ICP, pp. 27-34.

**Lecture 4 Perspectives in Liberation Theology**

Recorded dialogue between Gustavo Gutierrez and Paul Farmer on October 24th, 2011, University of Notre Dame. For access see: [http://www.youtube.com/watch?v=msmTIBkheJU](http://www.youtube.com/watch?v=msmTIBkheJU)

**Seminar 4: Discussion of Dialogue and Liberation Theologies: What Are They?**

**Further Reading**


Farmer, Paul Chapter 5 of *Pathologies of Power* (UC Press, 2003).


---

**Further Reading (See also final class).**
DUE: ASSIGNMENT 3: TWO PAGE REFLECTION PAPER 2 ON LIBERATION THEOLOGY

Pre-reading:


Lecture 5: Case Studies: Problems in Practice: Corruption and Weak Governance

Seminar 5: Impediments to Health Care Implementation: Corruption.

Further Reading
Vian, T., W. Savedoff, and H. Mathisen, eds. Anticorruption in the Health Sector (Sterling, VA: Kumarian Press, 2010).

(6) Wednesday 19 February

Pre-reading:


Lecture 6: Case Studies 2: HIV/AIDS

Seminar 6: Global Aids: Ethical Dilemmas

Further Reading

### (7) Wednesday 26th February

#### Pre-reading


Anne Becker et al, “The Unique Challenges of Mental Health and MDRTB”, in RGH, pp. 212-244*.

Lecture 7: Case Studies 3: Chronic Disease, Palliative Care and End of Life

**Seminar 7:** Mental Health and multidrug resistant tuberculosis.

**Further Reading**

Lammers, Stephen E. and Allen Verhey, Chapter 14, ‘Choosing Death and Letting Die’ (a compilation of short essays) in *On Moral Medicine: Theological Perspectives in Medical Ethics* (Grand Rapids: Eerdmans, 1987), pp. 439-72, ER

### (8) Wednesday 5th March

#### Pre-reading:

Suri, et al., “Values and Global Health”, in RGH, pp. 245-286*

Lecture 8: Values and Global Health.

**Seminar 8:** Values and Global Health

**Further Reading**


**Wednesday 12th March**

**MID TERM BREAK**

**(9) Wednesday 19th March**

**Group Presentations on Case Studies of Your Choice**

**(10) Wednesday 26th March**

**DUE DATE ASSIGNMENT 4 FOR PRESENTATION WRITE UP**

**DUE DATE ASSIGNMENT 5 FOR INDIVIDUAL MID TERM ASSIGNMENT**

**PLEASE HAND IN AT THE START OF CLASS**

**Pre-reading:**


Maura Ryan, ‘Health and Human Rights’, *Theological Studies*, 69 (2008), 144-163, ER.

**Lecture 5: Global Perspectives: Social Justice**

**Seminar 5: Social Justice Theories**

**Further Reading**

---

**Pre-reading:**

*Pope John Paul II, Sollicitudo Rei Socialis*, concentrate on § 35-40 inclusive.

*Pope Benedict XVI, Caritas in Veritate*, especially Chapter 5,


Drobac et al, “Building an Effective Rural Health Delivery Model in Haiti and Rwanda”, in RGH, pp. 133-183*.


**Lecture 4: Global Perspectives: Solidarity**

**Seminar 4: Solidarity in Global Bioethics and Catholic Social Teaching**

**Further Reading**


Nicholas, Jeffrey ‘Local Communities and Globalization in Caritas in Veritate’, *Solidarity: Journal of Catholic Social Thought and Secular Ethics*, 1 (1) 2011, on line journal,

Small, Carrick ‘Connecting Economics to Theology’, *Solidarity: Journal of Catholic Social Thought and Secular Ethics*, 1 (1) 2011, on line journal.

**Wednesday 9th April**

**Pre-reading:**

Friel et al, “Climate Change and Health: Risks and Inequities”, GHGHE, pp. 178-209.


Lecture 3: Global Perspectives: Sustainability

Seminar 3: Climate Change and Global Health.

**Further Reading**


**Wednesday 16th April**

**Pre-reading:**

Miguel De La Torre, “The Faiths of the People”, in LTAT, pp.113-140*;

Maura Ryan, ‘Beyond a Western Bioethics?’, Theological Studies, 65 (2004), pp., 158-177, ER.

Lecture 2: Religion and Global Ethics

Seminar 2: What is a Politics of Salvation?

Further Reading

(14) Wednesday 23rd April

Pre-reading:
Miguel De La Torre, “Moving Beyond Liberation Theology”, in LTAT, pp. 141-151;

Mary Anderson and Peter Woodrow, Rising from the Ashes. (I T Publications, 1998). Preface, Introduction, all of Part I, and the Introduction to Part II. (This book is in Library Reserve Collection. Please take time to read relevant sections in light of exercise below before this class). Chapter 1 (pp. 9-25) is also in ER.

Mary Anderson, Do No Harm (Lynn Reiner Publishers, 1994). Chapters 1-6 and 11. (This book is in Library Reserve Collection. Please take time to read relevant sections in light of exercise below before coming this class). Chapter 6 (pp. 67-76) is also in ER.

Brief Review of Course Celia Deane-Drummond and In Class Exercise facilitated by Joe Bock

SAVE THE CHILDREN EXERCISE
In-class exercise. 
Bring with you Chapter 1 (Anderson and Woodrow) and Chapter 6 (Anderson) in order to use this in class.

The scenario:

You are working in India as the Country Director of Save the Children. You have just received a directive from your supervisor in Westport, Connecticut that you must go to Somalia to serve as coordinator of a major relief effort in Baidoa, where you will supervise the distribution of food, water purification tablets, and Oral Rehydration Therapy packets for undernourished and ill famine victims. (The assignment is only for three months—a Temporary Duty or TDY). Doctors Without Borders (commonly known as Médecins Sans Frontières or MSF) has set up a field hospital on the perimeter of the airport of Mogadishu, the capital city. You know the person directing the MSF hospital. The airport is guarded by UN troops. Governance in Somalia is anarchical; it is dominated geographically by various “warlords.” After assessing the situation, you have to decide how you will proceed with the program which you believe is destined to save the lives of thousands of people, especially women and children. You are concerned, however, that local staff members whom you are supervising—who are currently working out of a relatively safe area of Mogadishu—will be put into danger. You find out that at the distribution point in Baidoa, UN troops will offer protection, even though their ability to protect is questionable. You are concerned about getting staff members and distribution items safely to the distribution point. You learn that other international Non-Governmental Organizations are hiring guards to ride with them during transport, but you were uncomfortable to learn, when inquiring with potential guards, that they typically chew “khat” as a way of passing the time and keeping alert. They have relatively sophisticated automatic weapons, but you are unsure about the extent and quality of their training.

In-class exercise:
You will be divided into three teams. One team will develop a strategy that gets the items to famine victims involving hiring armed guards. A second team will argue that the best option is to negotiate “corridors of tranquility” with warlords, providing food to those warlords in exchange for protection. The third team will contend that the only ethical option is to set up a distribution site next to MSF’s hospital. Use the analytical framework provided in Anderson’s and Woodrow’s Rising from the Ashes (explained in Chapter 1) or Mary Anderson’s Do No Harm (summarized in Chapter 6) to justify your strategy, incorporating the idea of vulnerabilities/capacities or dividers/connectors. Offer reasons why your approach is superior to the other two.

Each team is encouraged to use PowerPoint or some other substitute.

Assessment criteria are:
1. Did the presentation exhibit an understanding of vulnerabilities/capacities or connectors/dividers analysis?
2. Is the prescribed option (i.e. the assigned course of action for the group) justified using at least one ethical argument?

<table>
<thead>
<tr>
<th>(15) Wednesday 30th April</th>
</tr>
</thead>
<tbody>
<tr>
<td>Take Home Examination. THIS WILL BE POSTED ON SAKAI IN TIME FOR THE START OF YOUR CLASS. You will have 24 hours to complete this examination. Please submit your work electronically to both tutors.</td>
</tr>
</tbody>
</table>

Optional Further Reading
The following resources supplement the reading already indicated for each class that you may wish to refer to in compiling your assignments.

Jackson, T. *Prosperity Without Growth* (London: Earthscan, 2009)
McFague, S. *Life Abundant: Rethinking Theology and Economy for a Planet in Peril* (Minneapolis: Fortress Press, 2001)
White, Sarah and Romy Tiongco, *Doing Theology and Development: Meeting the Challenge of Poverty* (St Andrew Press, 1997).