

## **HARVARD PH.D. PROGRAM IN HEALTH POLICY**

### **ETHICS CONCENTRATION**

**2009-2010**

The ethics concentration integrates quantitative, qualitative, and normative approaches to the analysis of ethical issues in health policy and clinical practice. Increasingly, the investigation of ethical issues in medicine and health policy has not only drawn on normative ethics and political philosophy, but has included empirical research concerning attitudes and practices in clinical and broader institutional settings. A grasp of normative theories and tools is important because ethical principles and approaches underlie, explicitly or implicitly, the formulation of particular health policies at both the macro and micro level. Students in this track will focus on developing skills in a range of disciplines, with the goal of evaluating how ethical and socio-cultural values shape – and should shape – health policies as well as clinical and public health practices. Students with a strong background in ethics and political philosophy will have a chance to deepen that understanding and apply it to issues in health policy, while at the same time acquiring necessary quantitative skills. Students with degrees or training in related fields, such as law or medicine or public health, will acquire both normative and quantitative skills needed for research and teaching in ethics and health policy.

Research in health policy and ethics would include such topics as: policies for the allocation of scarce resources to individuals (e.g., human organs for transplantation, newly developed drugs, hospital beds) and across categories of patients (treatment vs prevention for HIV/AIDS, or for HIV/AIDS vs malaria); policies for care at the beginning and end of life; evaluation of informed consent protocols and their effectiveness; issues of equity in the evaluation of policies determining access to health services and the reduction of risk factors; policies responding to cross-cultural variation in ethical norms; ways in which health professionals are educated; policies regarding the balance between the individual and the collective (e.g., in bio-terrorism, epidemic control, etc.). While not abandoning the concerns of traditional work in bioethics, the program aims to produce students who are interested in the ethics of population health. Accordingly, all students in this track will develop core skills for the conduct of both normative analysis and empirical research in ethics.

- **REQUIRED COURSES**
- **FACULTY ADVISORY COMMITTEE**
- **COURSE DESCRIPTION**

#### **REQUIRED COURSES:**

Students in the ethics concentration must satisfy the requirements listed below. If students have had prior courses or training that would make any of these courses redundant and wish to be waived from some part of the requirement, they should discuss the situation with their advisors. In general, students are advised to take the most advanced courses they are prepared to handle in each required category. Students may petition to substitute alternative courses that cover the required course contents. Particularly those students without a substantial background in philosophy and ethics are encouraged to take as many courses as possible within the philosophy department. It is the responsibility of students and their advisors to construct a program that strengthens areas of weakness in preparation for both the general exams and the concentration exams, but the program allows considerable leeway, through careful selection of electives, to concentrate on more advanced normative work or to build strength in other methodologies and areas of expertise. Recent courses not offered in the current year are listed as suggestive of the types of courses students are intended to choose.

Any future changes in the core requirements of the Ph.D. in Health Policy supersede the requirements listed below.

### **Moral and Political Philosophy**

Students are required to take four one-semester courses from among the following. Where students have weaker preparation in ethics and political philosophy, they may take one or two of these courses at the 100 level, but where possible, they should be in graduate sections of these courses taught by the professor.

Philosophy 168. Kant's Ethical Theory: Seminar	Korsgaard (Fall) MWF 12
Philosophy 174. Recent Ethical Theory	Korsgaard (Spring) MWF 12
Philosophy 176q. Moral Psychology: Proseminar	Lavin (Fall) Tu 2-4
Philosophy 178. Equality and Democracy	Scanlon (Spring) TuTh 12
Philosophy 270. Practical Reason and Ethics: Seminar	Parfit, Scanlon (Spring) W 4-6
Philosophy 291. Philosophy, Psychiatry and Literature: Seminar	Simmons, Menand (Spring) Th 2-4
Philosophy 311. Workshop in Moral and Political Philosophy	Korsgaard, Scanlon (Fall/Spring) M 4-6
Economics 2057. Rationality and Choice	Sen (Spring) M 1-3, M 4-6
Economics 2085. Economics of Inequality and Poverty	Sen, Atkinson (Fall) Tu 1-3
Government 1061. History of Modern Political Philosophy	Mansfield (Spring) Tu Th 11:30-1
Government 1072. Moral Issues in Contemporary Politics	Frazer (Spring) MW 2-4
Government 2080. In Defense of Politics	Mansfield (Spring) W 2-4
Government 2088. Ethical Foundations of Political Thought	Rosen (Fall) W 1-3
Government 2094. Kant and Kantianism	Riley (Spring) Tu 2-4
API-609. Nonconsequentialist Ethical Theory and Aspects of Consequentialism	Kamm [Not offered 2009-2010]

Alternative course options may be substituted, subject to consultation with and consent from the concentration chair. If students enter the program with a very strong background in philosophy, especially in ethics and political philosophy, they may elect to substitute an appropriate course in bioethics, law, or health ethics, with consent of their advisors, for one in moral and political philosophy.

### **Bioethics, Law, and Health Care Ethics**

Students are required to take the equivalent of two one-semester courses from among the following. Note that the HSPH courses are only half-semester courses. Students are strongly recommended to take two courses from among these HSPH courses: ID292, GHP293, and ID513. Students are encouraged to select at least two courses from among the ID and GHP offerings below.

Government 2034. Ethics, Economics, and Law	Sandel (Fall) M 1-3
Government 2576. Racial and Ethnic Politics in the United States	Hochschild, Gay (Spring) M 2-4
DPI-201-C. The Responsibilities of Public Action	Kamm (Fall) MW 2:40-4
IGA-325. Bioethics, Law, and the Life Sciences	Jasanoff (Spring) TuTh 10:10-11:30
LAW-39371A. International Reproductive/Sexual Health Rights: Reading Group	Roseman (Spring) M 5-7
LAW-94165A. Health Reform: Normative, Empirical, and Policy Perspectives: Seminar	Hoffman, Robertson (Spring) Tu 5-7
LAW-94530A. Health Law Policy Workshop: Seminar A	Elhauge, Cohen (Fall) M 5-7
LAW-94530A. Health Law Policy Workshop: Seminar B	Elhauge, Cohen (Spring) M 5-7
LAW-96715A. Reproductive Technology and Genetics: Legal and Ethical Issues: Seminar	Cohen (Spring) Tu 5-7
GHP214. Health, Human Rights, and the International System	Marks (Fall 2) Tu 3:30-6:20
GHP218. Health and Human Rights: Concepts and Methods for Public Health	Gruskin (Fall 1) W 1:30-4:20
GHP265. Ethical Issues in International Health Research	Cash, Wikler (Spring 2) W 5:30-8:20

GHP268. Field Experience in Health and Human Rights	Marks (Winter Session)
GHP288. Issues in Health and Human Rights	Marks (Spring 2) TuTh 1:30-3:20
GHP527. Political Economy and Ethics of Health Reform: Cases of Mexico and Taiwan	Bossert, Hsiao (Fall) W 3:30-6:20
HPM213. Public Health Law	Mello (Spring 2) MW 1:30-3:20
HPM541. Medical Malpractice & Risk Management	Mello, Kachalia, Moulton (Spring 2) TuTh 3:30-5:20
ID250. Ethical Basis of the Practice of Public Health	Roberts (Fall 2) MW 8:30-10:20
ID250. Ethical Basis of the Practice of Public Health	Wikler (Spring 1) MW 10:30-12:20
ID292. Justice and Resource Allocation	Daniels (Spring 2) TuTh 10:30-12:20
ID513. Ethics and Health Disparities	Daniels (Spring 1) TuTh 10:30-12:20
Philosophy 276x. Bioethics: Seminar	Kamm (Spring) [Not offered 2009-2010]
GHP293. Individual and Social Responsibility for Health	Wikler (Fall 1) [Not offered 2009-2010]

Further work in bioethics and health care ethics is included in the seminar and reading course requirements for this concentration.

### **First-Year Reading Seminar**

This reading course (Health Policy 3010) meets as a seminar every other week for the whole year and is a forum for students to lead discussion on a range of topics in ethics and health policy that bear on their research interests. Attendance in Health Policy 3010 in both fall and spring semester is required for first-year students.

### **Second-Year Reading Seminar**

This reading course (Health Policy 3015) meets over the whole year every other week, and is co-led by faculty associated with the Ethics Concentration. It covers material in normative theory as applied to topics in health policy and strengthens preparation for the concentration exam. Students and fellows in other ethics or health related programs, including post-docs with an interest in ethics and health policy, may join this seminar. Attendance in Health Policy 3015 in both fall and spring semester is required for second-year students.

**ADVISORY COMMITTEE:**

Norman Daniels, Chair, Mary B. Saltonstall Professor of Population Ethics and Professor of Ethics and Population Health, Department of Global Health and Population, Harvard School of Public Health

Arthur Applbaum, Professor of Ethics and Public Policy, Harvard Kennedy School

Allan M. Brandt, Dean of the Graduate School of Arts and Sciences, Professor of the History of Science, Department of History of Science, Faculty of Arts and Sciences, and Amalie Moses Kass Professor of the History of Medicine, Harvard Medical School

Dan W. Brock, Frances Glessner Lee Professor of Medical Ethics, Department of Social Medicine, Harvard Medical School

I. Glenn Cohen, Assistant Professor of Law, Harvard Law School

Nicholas Christakis, Professor of Medical Sociology, Department of Health Care Policy, Harvard Medical School and Professor of Sociology, Department of Sociology, Faculty of Arts and Sciences

Frances Kamm, Professor of Philosophy and Public Policy, Harvard Kennedy School, and Professor of Philosophy, Department of Philosophy, Faculty of Arts and Sciences

Lisa Lehmann, Assistant Professor of Medicine and Medical Ethics, Harvard Medical School

Thomas M. Scanlon, Alford Professor of Natural Religion, Moral Philosophy, and Civil Polity, Faculty of Arts and Sciences

David Stevenson, Assistant Professor of Health Policy, Department of Health Care Policy, Harvard Medical School

Daniel Wikler, Mary B. Saltonstall Professor of Population Ethics and Professor of Ethics and Population Health, Department of Global Health and Population, Harvard School of Public Health

## COURSE DESCRIPTIONS

### Moral and Political Philosophy

#### **Philosophy 168. Kant's Ethical Theory**

Catalog Number: 8361

*Christine M. Korsgaard*

*Half course (fall term). M., W., (F.), at 12. EXAM GROUP: 5*

A study of Kant's moral philosophy, based primarily on the *Groundwork of Metaphysics of Morals*, the *Critique of Practical Reason*, and *The Metaphysics of Morals*.

*Note:* This course, when taken for a letter grade, meets the General Education requirement for Ethical Reasoning or the Core area requirement for Moral Reasoning.

#### **Philosophy 174. Recent Ethical Theory**

Catalog Number: 3266

*Christine M. Korsgaard*

*Half course (spring term). M., W., (F.), at 12. EXAM GROUP: 5*

A study of some major recent philosophical theories of ethics, chosen from among the works of Blackburn, Darwall, Gibbard, Korsgaard, Nagel, Scanlon, Thompson, and others.

*Note:* This course, when taken for a letter grade, meets the General Education requirement for Ethical Reasoning. This course, when taken for a letter grade, meets the Core area requirement for Moral Reasoning.

#### **Philosophy 176q. Moral Psychology: Proseminar - (New Course)**

Catalog Number: 72371

*Douglas Lavin*

*Half course (fall term). Tu., 2–4. EXAM GROUP: 16, 17*

An investigation of central topics in moral psychology, including promising, love, and honor. Historical and contemporary readings, including Hume, Rousseau, Rawls, Anscombe, Nagel, Frankfurt.

#### **Philosophy 178. Equality and Democracy**

Catalog Number: 7653

*Thomas M. Scanlon, Jr.*

*Half course (spring term). Tu., Th., at 12. EXAM GROUP: 14*

When is economic inequality morally objectionable, and why? What kind of equality is required by just political institutions? A critical examination of some answers to these questions offered by contemporary philosophers, with special attention to the work of John Rawls.

*Note:* This course, when taken for a letter grade, meets the Core area requirement for Moral Reasoning.

#### **Philosophy 270. Practical Reason and Ethics: Seminar**

Catalog Number: 8587

*Derek Parfit (All Souls College, Oxford) and Thomas M. Scanlon, Jr.*

*Half course (spring term). W., 4–6. EXAM GROUP: 9*

Recent work dealing with normativity, reasons, rationality, morality, and relations between them.

#### **Philosophy 291. Philosophy, Psychiatry and Literature: Seminar (Graduate Seminar in General Education) (New Course)**

Catalog Number: 96384

*Alison Simmons and Louis Menand*

*Half course (spring term). Th., 2–4. EXAM GROUP: 16, 17*

Issues in contemporary psychiatry: personality and identity; medicalization of personality differences; mind/brain

distinctions; etc. How philosophy and literature can illuminate these questions. The seminar will develop a General Education course on these themes for undergraduates.

**Philosophy 311. Workshop in Moral and Political Philosophy**

Catalog Number: 5370

*Christine M. Korsgaard 2994 and Thomas M. Scanlon, Jr. 7986*

*Half course (fall term; repeated spring term). M., 4–6.*

A forum for the presentation and discussion of work in progress by students in moral and political philosophy. Open only to graduate students in the Philosophy Department or by invitation of the instructors.

**Economics 2057. Rationality and Choice**

Catalog Number: 3755

*Amartya Sen*

*Half course (spring term) M., 1-3, M., 4-6. EXAM GROUP 6,7,9*

The course involves critical examination of alternative approaches to rationality, which is a central concept in economics, politics and the other social sciences, moral and political philosophy, and legal theory, including law and economics.

*Note:* Meets bi-weekly with Christine Jolls of Yale University as a guest speaker in several meetings. Open to graduate students in Economics, Philosophy, Government and Law.

**Economics 2085. Economics of Inequality and Poverty**

Catalog Number: 16767

*Amartya Sen and Anthony B. Atkinson (Oxford University)*

*Half course (fall term). Tu., 1–3. EXAM GROUP: 15, 16*

A general course on the evaluation and axiomatic measurement of inequality and poverty, and on the analysis of contemporary economic problems in that light.

**Government 1061. The History of Modern Political Philosophy**

Catalog Number: 5035

*Harvey C. Mansfield*

*Half course (spring term). Tu., Th., 11:30–1. EXAM GROUP: 13, 14*

Political philosophy from Machiavelli to Nietzsche, with attention to the rise and complex history of the idea of modernity.

*Note:* This course, when taken for a letter grade, meets the Core area requirement for Moral Reasoning.

**Government 1072. Moral Issues in Contemporary Politics - (New Course)**

Catalog Number: 91765

*Michael Frazer*

*Half course (spring term). M., W., 2–4. EXAM GROUP: 7, 8*

This course is intended to help students think critically about the controversial ethical questions which are being debated in American politics today. We will weigh both sides of arguments over such issues as economic redistribution, the rights of women and racial minorities, the political status of the family, the regulation of the beginning and end of life, and the conduct of foreign policy.

**Government 2080. In Defense of Politics**

Catalog Number: 4345 Enrollment: Limited to 20.

*Harvey C. Mansfield*

*Half course (spring term). W., 2–4. EXAM GROUP: 7, 8*

Is political life noble or unworthy? Is it the highest life or inferior to some other life? Is it immoral or too moral? Readings from Plato, Aristotle, Tocqueville, Spinoza, Kant, Smith and Marx.

**Government 2088. Ethical Foundations of Political Thought**

Catalog Number: 2378

*Michael E. Rosen*

*Half course (fall term). W., 1–3. EXAM GROUP: 6, 7*

This class will cover areas of contemporary moral philosophy (for instance, utilitarianism, freedom, the nature of value, consent, well-being and desert) that are of particular relevance to political theorists.

**Government 2094. Kant and Kantianism - (New Course)**

Catalog Number: 55223

*Patrick T. Riley*

*Half course (spring term). Tu., 2–4. EXAM GROUP: 16, 17*

The main political, moral, legal and historical works of Kant (including the three Critiques), plus Kant-interpretations of Hegel, Marx, Nietzsche, Rawls, Arendt, Korsgaard, Nora O'Neill, etc.

## Bioethics, Law, and Health Care Ethics

### **Government 2034. Ethics, Economics, and Law**

Catalog Number: 4652

*Michael J. Sandel*

*Half course (fall term). M., 1–3.*

Explores controversies about the use of markets and market reasoning in areas such as organ sales, procreation, environmental regulation, immigration policy, military service, voting, health care, education, and criminal justice. The seminar will examine arguments for and against cost-benefit analysis, the monetary valuation of life and the risk of death, and the use of economic reasoning in public policy and law.

*Note:* Offered jointly with the Law School as LAW-93375A. Meets at the Law School. Open to GSAS students with permission of the instructor.

### **Government 2576. Racial and Ethnic Politics in the United States**

Catalog Number: 7260

*Jennifer L. Hochschild and Claudine Gay*

*Half course (spring term). M., 2–4.*

The course begins with the history and structure of the classic Black-White binary, then addresses ways in which it must be rethought to include other groups, mainly Asians and Latinos. Issues include racialization, immigrant incorporation, political coalitions and conflict, racial mixture, and links between race, class, gender, and ideology. Focuses on the United States but includes comparisons with Europe, Latin America, and South Africa.

### **DPI-201-C. The Responsibilities of Public Action (HKS)**

*Frances Kamm*

*Half course (fall term). MW 2:40-4:00*

This course is a philosophical examination of the responsibilities of public policymakers in a democracy. The course asks two questions: (1) What should governments do? (2) What should political actors do? The first question requires consideration of public principles that guide good, just, and legitimate public policy. The second question requires consideration of the many and often competing obligations that should guide political actors inside and outside government, particularly when there is disagreement about what is good, just, and legitimate public policy. Discussions and assignments focus on applications of theoretical concepts from scholarly readings in philosophy and political theory to practical issues of public policy and policymaker responsibility.

### **IGA-325. Bioethics, Law, and the Life Sciences (HKS)**

*Sheila Jasanoff*

*Half course (Spring term) TTh 10:10-11:30*

Developments in the life sciences and biotechnology have thrown into question existing policy approaches and instruments dealing with intellectual property, reproduction, health, informed consent, and privacy. They are reconstituting concepts of the self and its boundaries, kinship, and legal rights and obligations of people in relation to their governing institutions. Through reading primary materials and relevant secondary literatures, this course seeks to identify and explore salient ethical, legal, and policy issues — and possible solutions — associated with these developments.

### **LAW-94165A. Health Reform: Normative, Empirical, and Policy Perspectives: Seminar**

*Allison Hoffman and Christopher Robertson*

*Half course (Spring term, Block I) T 5:00 PM - 7:00 PM*

This seminar focuses on the timely topic of health reform by examining contemporary scholarship on U.S. health care and analyzing past and current efforts at reform. We will focus on three main areas. First, we will discuss normative arguments on health reform. Second, we will study a wave of new scholarship that sheds light on the relationship between medical crises and economic insecurity that has shaped contemporary debates about national health care reform. Finally, we will review a range of past and current policies for reform and discuss the merits of

each policy and its ability to address problems of economic insecurity. Readings will include excerpts from legal, economic, and medical literature, and topics will include:

- an overview of U.S. health care finance and costs;
- an overview of U.S. insurance markets, products, and the uninsured;
- medical causes of home foreclosures and bankruptcies;
- medical expenses on credit card and other consumer debt;
- hospital pricing and collections policies;
- reform proposals (including individual mandates for health insurance), pending legislation, and/or newly enacted policies.

*Note:* Enrollment is limited to 15.

### **LAW-39371A. International Reproductive/Sexual Health Rights: Reading Group**

*Mindy Jane Roseman*

*Half course (Spring term, Block H) M 5:00 PM - 7:00 PM*

Sex and reproduction are deeply personal activities, yet infused with public purpose. As such, they help constitute as well as undermine the public/private divide that legal and rights discourses often police. Internationally and nationally, individuals and civil society have staked out rights claims along this territory; courts and international human rights bodies, and until very recently main stream human rights organizations, have rejected as well as recognized these claims. Some of these institutions still continue to do so. This reading course will examine how these claims have been formulated, and critically assess the "value added" of human rights in the areas of sex and reproduction. We will pay attention to gender and other categories of social analysis, as well as the orientation towards "health." The objective of the reading group is to lay a foundational basis for thinking about and practicing in this broad and protean field.

### **LAW-94530A. Health Law Policy Workshop: Seminar**

*Einer Elhauge and I. Glenn Cohen*

*Full course (Fall/Spring term, Block H) M 5:00 PM - 7:00 PM*

This seminar will feature the presentation and discussion of cutting edge scholarship on health law, health policy, biotechnology and bioethics. Students must submit brief written comments on a number of the papers.

*Note:* Because the papers are different every term, students can take the class as many times as they wish.

### **LAW-96715A. Reproductive Technology and Genetics: Legal and Ethical Issues: Seminar**

*I. Glenn Cohen*

*Half course (Spring term, Block I) T 5:00 PM - 7:00 PM*

Should individuals be able to sell reproductive materials like sperm and ova, or reproductive services like surrogacy? Should the law require individuals diagnosed with diseases like Huntington's disease to disclose to family members that they too are at risk for the disease? Should prenatal sex selection be a crime? Should federal funds be used for stem cell research? Should law enforcement be able to bank DNA samples collected from suspects and perpetrators? Should doctors be able to patent cell lines developed from their patients' bodies?

Since Watson and Crick's discovery of the double helix structure of DNA in 1953, and the 1978 birth of Louis Brown, the first child conceived through in vitro fertilization, pressing questions like these have propagated. In this course we will cut across doctrinal categories to examine how well the law and medical ethics have kept up, and plot directions for fruitful development.

Topics covered may include:

- \* Prenatal genetic screening and sex selection
- \* Genetic enhancement
- \* The sale of sperm and ova and access to reproductive technology
- \* Surrogacy
- \* Cloning
- \* Preembryo disposition disputes
- \* Wrongful birth, wrongful conception, and wrongful life torts
- \* The parentage and anonymity of gamete donors.
- \* Imposition of criminal liability on mothers and third parties for harm to fetuses
- \* The use of genetic information by insurers and employers
- \* The collection of genetic information by the state and the criminal justice system
- \* Biobanking
- \* Chimeras (human-animal hybrids)
- \* The stem cell controversy
- \* The patenting of genes and their derivatives
- \* Research ethics issues involving fetuses and embryos
- \* Pharmacogenomics and Race

*Note:* There will be no exam. Evaluation will be by written work and participation.

#### **GHP214. Health, Human Rights, and the International System (HSPH)**

*Dr. S. Marks*

*Quarter course (Fall 2) 2.5 credits. Lectures, seminars. Tu 3:30-6:20*

This course is designed to provide an overview of the way international institutions deal with health and human rights issues. Focus will be on the responses of the United Nations system, including the World Health Organization (WHO), regional organizations, and non-state actors to some of the pressing issues of health from a human rights perspective. Issues to be explored include: mother-to-child transmission of HIV and ARV drug pricing in Africa; traditional practices, such as female genital cutting (FGC); forced sterilization and rights of indigenous people in Latin America; accountability for mass violations of human rights; health of child workers; and international tobacco control. Among the international institutions to be examined are the WHO, UNAIDS, the World Trade Organization (WTO), UNESCO, the Council of Europe, the Organization of American States, the World Bank, and the International Criminal Court (ICC). The principal teaching method is simulation of actual cases, in which students prepare and present positions of various protagonists, based on research into those positions. The ultimate aim of the course is to prepare students to work for and interact professionally with international institutions to advance the health and human rights objectives, whether through governmental, intergovernmental or nongovernmental processes.

#### **GHP218. Health and Human Rights: Concepts and Methods for Public Health (HSPH)**

*Dr. S. Gruskin*

*Quarter course (Fall 1) 2.5 credits. Lecture, case study. W 1:30-4:20*

The course identifies and discusses the complex interactions between health and human rights, with particular emphasis on the use of human rights for public health thinking and practice. The course provides basic literacy in modern human rights. Frameworks for analysis of health/human rights interactions are developed and applied, including: effects of health policies and programs on human rights; health consequences of human rights violations; and the linkages between promoting and protecting health and promoting and protecting human rights. Topics including reproductive health and HIV/AIDS are used to illustrate and explore practical applications of human rights in public health, including the value and effectiveness of what are called "rights-based" approaches to health.

#### **GHP265. Ethical Issues in International Health Research (HSPH)**

*Dr. R. Cash, Dr. D. Wikler*

*Quarter course (Spring 2) 2.5 credits. Seminar. W 5:30-8:20*

This course is designed to expose students to the key ethical issues that may be encountered in the course of conducting international health research. Using case presentations and discussion-based class sessions, students will have the opportunity to begin developing their own tools for dealing with these important issues in an applied context.

#### **GHP268. Field Experience in Health and Human Rights (HSPH)**

*Dr. S. Marks*

*Eighth course (Winter Session) 1.25 credits. Seminars, field work.*

In this course, students will acquire the basic skills in applying a human rights framework to health issues in a professional work environment. Depending on their field placement, they may learn about operational skills in settings where health and human rights are practiced or about organizing a study to investigate human rights conditions affecting health. Each student will be expected to identify an organization with which they would like to work for the Winter Session period and secure a placement within that organization. Students are expected to attend a short preparatory workshop in the Fall 2 quarter. Participants will study materials pertinent to their placement and project before heading to the field assignment. After completion of their field work, each student is required to hand in a 10-page paper to be graded by the course instructor on a pass/fail basis.

*Course Note:* Enrollment limited to 15; contract with department required; attend a short workshop in Fall 2; pass/fail option only. Applications must be completed by October 9 and participants will be notified by October 20.

### **GHP288. Issues in Health and Human Rights (HSPH)**

*Dr. S. Marks*

*Quarter Course (Spring 2) 2.5 credits. Lectures, case studies. TuTh 1:30-3:20*

The aim of this course is to introduce students to the application of the human rights framework to a wide range of critical areas of public health. Through lectures, cases and guest speakers, students will become familiar with the human rights perspective as applied to selected public health policies, programs and interventions. The course clarifies how human rights approaches complement and differ from those of bioethics and public health ethics.

Among the issues to be considered from a human rights perspective are the bioethics and human rights as reflected in the Nuremberg code, torture prevention and treatment, infectious diseases: MDRTB and incarceration, violence prevention and responses, genetic manipulation, access to affordable drugs, community-based health management and financing, child labor, aging, and tobacco control.

Course requirements are active participation in class discussion (20%) and a term paper (80%)

### **GHP527. Political Economy and Ethics of Health Reform: Cases of Mexico and Taiwan (HSPH)**

*T. Bossert, W. Hsiao*

*Half course (Fall) 5.0 Credits. Seminars, Case Studies. W 3:30-6:20*

In this foundational course, students will be introduced to theoretical and methodological approaches from political science, economics and applied ethics to understanding the policy process that leads to (or obstructs) health system reform. The course will begin by linking broad theoretical approaches to a pair of in-depth case studies of health system change. As the students become more familiar with these approaches in particular contexts, the course will build parsimonious theories that can be applied more generally. Students will learn to use comparative historical, econometric and formal approaches to building theory that can be applied to health system change. Students will learn how to craft important research questions and to use the appropriate evaluation methods to investigate the impacts of health system reforms. This class will help students identify potential research topics by showing where the frontier of knowledge is about political economy and health systems and the determinants of health systems performance.

Course pre-requisites: GHP 291 Microeconomics and Applications to Public Health in Developing Countries, ID 292 Justice and Resource Allocation, GHP 525 Econometrics for Health Policy, BIO 222 Basics of statistical Inference, HPM 243 Health Economics: Economic Analysis of the Health Care System.

### **HPM213. Public Health Law (HSPH)**

*M. Mello*

*Quarter Course (Spring 2) 2.5 credit. Seminars. MW 1:30-3:20*

This course examines the many ways in which the law impacts the public health. Among the questions explored are: What authority does the government have to regulate in the interest of public health? How are individual rights balanced against this authority? What are the promises and pitfalls of using laws and litigation to achieve public health goals? The course investigates these issues as they operate a range of specific contexts in public health and medical care, including the control and prevention of HIV/AIDS and other communicable diseases, tobacco regulation, rights to have and refuse medical care, reproductive health, and lawsuits against tobacco and gun companies. The course emphasizes constitutional law, but also touches on criminal law, tort law and intellectual property law. Instruction is through interactive lectures with a significant amount of class discussion. Most classes will revolve around two to three legal cases. The previous year's syllabus is available on the course website.

*Course Note:* No previous background in law is needed.

### **HPM541. Medical Malpractice and Risk Management (HSPH)**

*Dr. A. Kachalia, Dr. B. Moulton, Dr. M. Mello (S)*

*Quarter course (Spring 2) 2.5 Credits. Seminars. TuTh 3:30-5:20*

This course will examine the legal contours of the physician-patient relationship, including the legal ramifications of medical error. What are a health care provider's legal obligations to a patient? What is medical malpractice and is the medical malpractice "crisis" real? The course will also examine what impact the law has on quality of care. How

has the legal system's treatment of quality of health care services inspired change and innovation within the medical profession? These and other topics will be considered.

This course will describe many of the fundamental legal issues that arise in medical practice, examine why they occur, and formulate policy approaches that might solve them. In addition, students will analyze and interpret the legal dilemmas created by new developments in medical care that can outpace the laws. Students will also propose possible solutions for these challenges. Finally, this course will enable students to critique and design potential options for malpractice and legal reform that can spur the improvement of health care quality and delivery.

### **ID250. Ethical Basis of the Practice of Public Health (HSPH)**

*Dr. M. Roberts*

*Quarter Course (Fall 2) 2.5 credits. Lectures, case studies. MW 8:30-10:20*

Provides students with a broad overview of some of the main philosophical and moral ideas that are used as a basis for resolving debates of public health policy. Helps students develop their own capacities to analyze, criticize, evaluate, and construct policy-oriented arguments.

*Course Note:* Instructor's signature required if student has not completed the prerequisite.

### **ID250. Ethical Basis of the Practice of Public Health (HSPH)**

*Dr. D. Wikler*

*Quarter course (Spring 1) 2.5 credits. Lectures, case studies. MW 10:30-12:20*

Evaluation: Exams plus one term project (case study term paper, in-class debate, or tutorial)

Provides students with a broad overview of some of the main philosophical and moral ideas that are used as a basis for resolving debates of public health policy. Helps students develop their own capacities to analyze, criticize, evaluate, and construct policy-oriented arguments. The practice of public health require moral reflection and argument for a number of reasons. Public health measures often make demands on the public, such as changes in lifestyles or restrictions of liberties, and these must be justified. Practitioners of public health frequently face ethical dilemmas, both in framing policy and in practice in the field, whose optimal resolution is uncertain. The work of public health practitioners is sometimes challenged on moral grounds, which must be examined and, when appropriate, countered. The resources for moral argument and justification in public health are found in moral philosophy and philosophical theories of justice; and also in history, the social sciences, and in the science of public health itself. Students in this course will survey some of the principle philosophical approaches in addressing a number of ethical controversies in contemporary public health. Issues and concepts discussed in the course will be drawn from this list:

- Definitions of health
- Ethical issues in health measurement: DALYs and QALYs
- Ethical norms in public health and clinical medicine
- Moral epistemology and the rational foundation of moral norms
- Ethics and human rights
- Ethical relativism
- Consequentialist and deontological ethical theories
- Contractualist and rival theories of distributive justice
- State coercion and paternalism in public health
- Individual and social responsibility for health
- Ethics and emergency humanitarian interventions
- Ethical issues in health resource allocation
- Health disparities and inequalities
- Ethical issues in international health research involving human subjects
- Ethics of public health communication
- Ethical integrity of practioners: conflict of interest and corruption

**ID292. Justice and Resource Allocation (HSPH)**

*Dr. N. Daniels*

*Quarter course (Spring 2) 2.5 credits. Lectures. TuTh 10:30-12:20*

This course explores the ethical issues, especially issues of distributive justice, raised by health and health care resource allocation methodologies and decisions. We begin with examination of distributive issues raised by measures of summary population health and their extensions into cost effectiveness analysis, paying special attention to the strengths and weaknesses of the underlying welfare economic and utilitarian assumptions. Philosophical and empirical efforts to clarify our beliefs about these distributive issues and our commitments to them will also be discussed. We then turn to recent efforts to make health inequalities and inequities a focus of priority in resource allocation, examining both conceptual and moral issues raised by different approaches to such inequalities and by the fact that the distribution of health is so significantly affected by non-health sector factors. We take up two problems of cross-cutting interest, the different concern shown for identified versus statistical victims, and emerging issues about intergenerational equity concerning the elderly and young. Finally, we turn to fair decision process as a way of resolving disputes about allocation. The goal of the course is to equip students with the ethical basis for addressing resource allocation issues in practical public health contexts, and throughout the course there is a focus real cases where controversy surrounds such decisions.

**ID513. Ethics and Health Disparities (HSPH)**

*Dr. Norman Daniels*

*Quarter course (Spring 1) 2.5 credits. Lectures, case studies. TuTh 10:30-12:20*

When is an inequality in health status an injustice or inequity? This course examines various aspects of this issue, bringing appropriate perspectives from ethical theories (utilitarian, libertarian, liberal egalitarian, feminist) to bear on case studies revealing a range of important health disparities. Four main cases will be discussed, each focusing on a central type of health disparity: U.S. racial disparities, class disparities, gender disparities in a developing country setting, and global health inequalities. Key questions to be pursued in each case include: when is an inequality in health between this type of demographic variable unjust? When is a policy that produces, or fails to address, such an inequality race- or gender- or class-biased in a morally objectionable way? What ethical issues are raised by different methods of measuring health inequalities? How does ascription of responsibility for health affect the fairness of health inequalities? What kind of obligations exist to address health inequalities across national boundaries? What ethical issues are raised by policy approaches to addressing health inequalities and giving priority to reducing them?

**Philosophy 276x. Bioethics: Seminar – [Not offered in 2009-2010]**

*Catalog Number: 3452*

*Frances Kamm (Kennedy School)*

*Half course (spring term). W., 5–7 p.m. EXAM GROUP: 9*

Philosophical discussion of selected issues in bioethics, such as allocation of scarce resources, equity in healthcare, death, euthanasia and assisted suicide, abortion, embryonic stem cell research. Readings primarily from contemporary philosophical sources.

*Note:* Offered jointly with the Kennedy School as DPI-204 (formerly API-604) and the Law School as LAW-90335A.

**GHP293. Individual and Social Responsibility for Health (HSPH) – [Not offered in 2009-2010]**

*Dr. D. Wikler*

*Quarter course (Fall 1) 2.5 credits. Lectures, case studies.*

The concept of responsibility for health plays a key role in health policy, but it is rarely articulated or evaluated. In this course, students will consider alternative understandings of assignments of responsibility for health to individuals, the state, the family, communities, nonprofit and for-profit firms, and other entities. They will identify their occurrences in health policy debates, assess the cogency of their use in ethical arguments in health policy, and trace the policy consequences of their normative analyses. The course will also serve as an introduction to ethical perspectives on public health.

*Course Note:* Minimum enrollment of 15 required. Evaluation of Performance: Exams and a term project identifying and evaluating the role of responsibility for health in an area health policy.

**First-Year Reading Seminar**

**\*Health Policy 3010. First-Year Graduate Reading Course: Ethics**

*Catalog Number: 9241*

*Norman Daniels (Public Health) 4722*

Examines issues in ethics and health policy, including a basic account of justice and health; ethical critique of maximization methodologies, including cost-effectiveness analysis; individual and social responsibility for health; and other topics.

**Second-Year Reading Seminar**

**\*Health Policy 3015. Second-Year Graduate Reading Course: Ethics**

*Catalog Number: 4380*

*Norman Daniels (Public Health) 4722*

Student-led course reviews basic issues in ethics, political philosophy, and their bearing on health policy and is important preparation for the qualifying examinations.