Instructor:
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Teaching Assistants:
Rong Hu (rong.hu<at>duke<dot>edu), MPP graduate student
Whitney Laemmli and Suparna Salil (whitney.laemmli 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
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) or order book from Physicians for Human Rights

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


**General Resources**

**Journals**

Health and Human Rights http://www.hsph.harvard.edu/fxbcenter/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)¹). 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/


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

Human Rights Watch 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

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


¹ How to set up a proxy server depends on your operating system and browser. See http://www.oit.duke.edu/remote_access/proxy.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>);
*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);
Dual Loyalty and Human Rights (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]
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.

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.)