Honors College Course Proposal Form for Spring 2015 Seminars

Note: Before completing this form, please carefully read the accompanying instructions.

1. Seminar Title:
   Ethics, Global Health, & the Fundamental Causes of Disease

2. Relation of the seminar to the mission of the Honors College:
   The seminar honors the Mission of the Honors College in its innovative, interdisciplinary approach, and maximizes a number of the themes regarding “Leadership and Service in a Global World.” The subject of the course is global health, which incorporates (1) the global focus and (2) the emphasis on health and health care, both of which are key themes in the mission of the Honors College. In addition, the policy focus of the course will equip learners with the tools needed both to assess priorities in global health and to assess the kinds of leadership and governance structures that are productive of global health and antagonistic to health inequities. The development of these tools also encourages critical self-reflection regarding what potential contributions each learner can make in improving global health and compressing health inequities.

3. Course description (*it is important to write a clear and interesting description for students)
   What causes disease across the globe? What causes 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, social epidemiology, health policy, law, history, and ethics.

4. Faculty member(s) who will be teaching the course and departmental affiliation(s).
   Daniel S. Goldberg, J.D., Ph.D
   Assistant Professor, Department of Bioethics & Interdisciplinary Studies, BSOM

5. Approval from Unit: Please attach letter of support from direct supervisor.

6. Is this seminar suitable to receive foundations credits?
   __X__ Yes _____ No

Submission Deadline: March 19, 2015 | Submit to Kevin Baxter, Associate Dean, Honors College
101 Mamie Jenkins Building | E-mail: baxterk@ecu.edu | Phone: 252.737.4079
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If yes, please check appropriate area:

___ Fine Arts  _X_ Humanities  ___ Social Sciences ___ Math  ____ Natural Sciences

Please Continue to Page Two

7. Will this seminar include a laboratory component? (Honors does have a laboratory course number available)

_____ Yes  _X_ No

8. Explain how the faculty member(s) is academically credentialed within the discipline(s) being covered in the seminar?

Dr. Goldberg is a public health ethicist with specific training and expertise in law, public health, health policy, ethics, and history. He has published original research in each of these domains and has presented on many of the subjects and themes of the proposed seminar at local, national, and international venues. A number of these publications and talks directly address ethics and global health.

9. Has the faculty member(s) previously taught an honors seminar? (list title, where & when taught):

I have taught the currently proposed seminar in spring 2012, and an additional Honors College Seminar (“Pain, Its Paradoxes & the Human Condition”) consecutively in spring 2013 and fall 2013.

10. Did the faculty member(s) attend a workshop to develop honors courses?

(THIS INFORMATION IS FOR USE BY THE COLLEGE IN ASSESSMENT; IT IS NOT A REQUIREMENT FOR SELECTION)

_____ Yes  _X_ No
Honors College Course Proposal Form for Spring 2015 Seminars

11. Some, but not all Honors Seminars, are Service-Learning courses. If this course involves service-learning, you may want to have the Service-Learning Advisory Committee approve Service-Learning (SL) Credit for the course.

Will this course incorporate service-learning?

_____ Yes  X__ No

If yes, has the course been approved by the Service-Learning Advisory Committee?

_____ Yes  _____ Still to be submitted

Please Continue to Page Three

12. The Honors College encourages innovative approaches to the delivery of seminars. Some instructors have incorporated guest speakers, field experiences and other events or activities. If you decide to use any special events or speakers that require additional funding, a budget outlining projected costs and potential sources of funding must be submitted along with the course proposal. The College has limited funding available to assist with such expenditures.

Will this seminar require additional funding as a prerequisite to be offered?

_____ Yes  X__ No

If yes, what is the total amount required as indicated on the attached budget?

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13. Syllabus – Attach proposed course syllabus. Include:
   a. brief course description;
   b. learning objectives for the course
   c. list of books or key articles to be used in the course;
   d. course content outline;
   e. course assignments and grading plan, including writing assignments (see instructions);
   f. assessment plan for learning/foundations goals;
   g. brief statement about any innovative instructional or assessment techniques planned for the course; and for those courses appropriate for Foundation Credit:
Honors College Course Proposal Form for Spring 2015 Seminars

h. foundation objectives;
i. explicit statement of how the foundations goals are being addressed in the course.
March 11, 2014

Kevin Baxter  
Associate Dean  
Honors College  
101 Mamie Jenkins Building  
East Carolina University  
Greenville, NC 27858

Dear Dean Baxter,

In my capacity as Chair of the Department of Bioethics & Interdisciplinary Studies in the Brody School of Medicine, I am writing in strong support of Dr. Daniel Goldberg’s proposal for the design and teaching of an Honors College Seminar entitled “Ethics, Global Health, and the Fundamental Causes of Disease.” Dr. Goldberg is well-qualified to teach this interdisciplinary course, as he has significant training and expertise in law, public health, health policy, ethics, and history. He has published original research in each of these domains, has presented on many of the subjects and themes of the proposed seminar at local, national, and international venues (he has been awarded several fellowships in Europe that have enabled him to pursue many of the themes addressed in the proposed seminar).

I am especially pleased to endorse a proposal that ties in so effectively with the mission and themes of the Honors College, and will equip learners with the tools needed to reflect critically on what service they can offer in improving global health. For these reasons, and on behalf of the Department of Bioethics & Interdisciplinary Studies, I strongly support Dr. Goldberg’s proposal.

Sincerely,

[Signature]

Maria Clay, PhD  
Professor & Chair  
Department of Bioethics & Interdisciplinary Studies  
600 Moye Blvd, Mailstop 641  
Brody School of Medicine  
East Carolina University  
Greenville, NC 27834  
Tel: 252.744.2685  
Fax: 252.744.2319  
clayma@ecu.edu
Course Title: Ethics, Global Health, & the Fundamental Causes of Disease

Meeting: TBD

Credit Hours: 3

Prerequisites: None

Grading System: A-F

Course Instructor: Daniel S. Goldberg, J.D., Ph.D
Assistant Professor
Department of Bioethics & Interdisciplinary Studies
Brody School of Medicine
East Carolina University

Contact Information: goldbergd@ecu.edu (preferred)
Tel: 252.744.5699
Fax: 252.744.2319

Office Hours: TBD

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 key determinants in the inequitable distribution of health across the globe. In so doing students will learn the research methodology needed to evaluate the ethical implications of global health inequalities (Foundations Curriculum Goal 2).
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)

This course is a writing intensive course in the Writing Across the Curriculum Program at East Carolina University. In using WI Model # 4, 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 are two kinds of writing in this course: reflective writing, or writing-to-learn, and academic writing.

Reflective Writing (Writing-to-Learn)

The course will provide students with a number of opportunities to write informally and reflectively, the details of which will be provided over the semester. The reflective writing tasks will be evaluated on a ✓+/✓/✓- system and will make up 30% of the final grade (A ✓+ translates to 3 points, a ✓ translates to 2 points, and a ✓- translates to 1 point).
There are three required writing assignments for this class. The first is a 3-5 page structured assignment requiring short answers to several questions. The second is a 3-5 page cohesive essay on an instructor-provided topic. The third writing assignment is a 5-7 page cohesive essay on any topic of the students’ choosing so long as it relates to the course material. The first two writing assignments are worth 15% of the final grade.

The third writing assignment is worth 25% of the final grade. A rough draft for this third writing assignment is mandatory and will comprise 5 points on the third writing assignment (so 5% of the overall course grade).

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

Academic 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 15% of the final grade and consists of familiarity with the readings and engagement with the class material. Please note that in a class of 15-20 people, the instructor usually can identify the extent of the individual learner’s preparation.

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

This class will be graded on the Plus-Minus grading system, using a 10-point scale:

A   94-100
A-  90-93
B+  87-89
B   83-86
B-  80-82
C+  77-79
C   73-76
C-  70-72
D+  67-69
D   63-66
D-  60-62
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.

Mobile Phone Policy:

Mobile phones must be switched to silent for the duration of the class, and may not be operated during class for any reason. Students with urgent reasons for requiring mobile phone access during class may speak with the instructor privately.
**Readings:**


Additional readings will be posted on Blackboard.

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**Schedule of Topics, Readings, & Assignments:**

**Class 1:**

Introduction, Class Mechanics, Syllabus

Reading Assignment:


**Class 2, 3:**

History of Public Health and Its Relevance to Modern Global Health

Reading Assignment:

Class 4, 5: Disease Causality and Why It Matters

Reading Assignment:


Class 6, 7: Health vs. Health Care

Reading Assignment:


Class 8, 9: Social Determinants of Health I (Introduction)

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

Reading Assignment:


First Writing Assignment Due.

Class 10, 11: Social Determinants of Health III, IV (“Closing the Gap in a Generation” - Assessment)

Reading Assignment:


Class 12, 13: International Political Economies & Global Health

Reading Assignment:


Class 14, 15: Just Deserts? Ethical Responsibility for Global Health Inequities

Reading Assignment:

1. Benatar & Brock, pp. 75-140.

Class 16, 17: Ethics, the Developed World, & Global Health

Reading Assignment:


*Second Writing Assignment.*
Class 19, 20: Health & Human Rights Talk

Reading Assignment:


Class 21, 22: Bioethics & Global Health

Reading Assignment:

Class 23, 24: Priorities in Global Health Policy

Reading Assignment

2. Benatar & Brock, pp. 239-310.

Class 25: Priorities in Global Health: Chronic vs. Infectious Disease

Reading Assignments:

2. Benatar & Brock, pp. 89-96.

Class 26, 27: Stigma as a Global Health Priority

Final Class: Discussion and Last Thoughts

Reading Assignment:


*Third Writing Assignment Due.*
Statement on Assessment Plan

I will draft a short ungraded narrative statement that reflects on the learners’ progression in mastering the four key learning objectives of the course. The narrative assessment will evaluate the learners’ success in achieving the learning objectives along three axes:

1. Content (e.g., to what extent did the learner engage the substantive material of the course);
2. Writing (e.g., to what extent did the learner incorporate technical features of quality essay-writing); and
3. Critical Analysis (e.g., to what extent did the learner demonstrate reflection and argumentative rigor in applying the content to the particular problems or issues addressed in the assignments).

The narrative statement will draw heavily from the extensive comments provided to the learners’ on each of the three graded assignments, as well as their commentary and engagement in class and over cyberspace. While grades in and of themselves are typically not considered sufficient for assessment, the written narrative comments offered on the assignments arguably does constitute an ongoing form of assessment, and will be used to build the final narrative assessment at the end of the course.
Innovative Teaching Methods

First, as I have done in a number of my classes, online and electronic class space will be used to extend the life of the class beyond the physical classroom. Although readings, syllabus, assignments, grades, and a course calendar will all be utilized on Blackboard, the interactive opportunities revolve around discussion board postings, real-time chat sessions, and a classroom weblog. I actively moderate and participate in the discussion board postings to encourage participation and guide the learners to explore and reflect on themes related to the overall learning objectives. Real-time chat sessions are a more informal way for learners to engage the course material, to pose questions to the instructor, and to exchange ideas with their peers. The feedback I have received from past learners regarding such chats has been overwhelmingly positive. The classroom blog will be used to update class members on news, articles, and commentaries. Learners will be permitted to write blog entries as a way of earning credit for class participation.

Second, in my capacity as a Writing Liaison with the University Writing Program, the course will involve a significant amount of time devoted to the teaching of writing. For example, the writing assignments are carefully designed to facilitate proficiency in techniques of good essay-writing. Thus the level of structure imposed on the learners in the writing assignments lessens from first to last. The intention is to provide more direction and guidance in critical reading and writing early on in the course, to help the learners find their own voice and develop their capacities for critical analysis which they can then deploy to better effect in the final writing assignment. Although it is not listed on the Syllabus, prior to the due date of the first writing assignment, I will hold a mini-unit (~30 minutes or so of class time) in which I will rely on my philosophical training and my experience as Writing Liaison to instruct the learners on the technical ins-and-outs of crafting arguments. This involves some brief coverage of basics in logic and rhetoric so as to (1) equip learners with the basic tools to produce quality written arguments; and (2) diminish fears of analytic and persuasive writing. Numerous additional opportunities will be provided both in an informal, writing-to-learn context and in a more formal persuasive writing setting for learners to synthesize and demonstrate command over best practices in writing. The goal, consistent with the Quality Enhancement Program, is to cultivate transfer of writing skills as learners complete the seminar and move further into their majors.