

**Health & Human Rights**

**GPH-GU 5250 - 0001**

**Fall 2022**

**Location** Online Asynchronous **& Schedule**

**Professor:** Wilson Wang, MD MPH MPA

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**Office Hours:** By appointment

**COURSE DESCRIPTION:**

This course provides a basic understanding of a health and human rights framework, including core principles, key institutions, documents and strategies. It examines how health and human rights together can greatly enhance understanding of global health and social justice and aid in developing effective and equitable policy and health programming.

**COURSE OVERVIEW:**

The course is designed to provide students with knowledge and skills to determine how violations of human rights impact health and how to engage the human rights approach to improve health policy, programs and outcomes for individuals and populations. We will rely much on the health and human rights framework established by Jonathon Mann, arguably the father of contemporary health and human rights perspective. In this framework 1) A human rights lens improves health policy and programs 2) A health lens bolsters the case for physical, mental and social justice, and 3) Human rights and health go hand in hand and properly composed are multiplicative in impact. Following introduction to theory and strategy, the class will apply a health and human rights lens to the following groups and topics: War, Epidemics, Girls and Women, Undocumented Immigrants, and Minorities in Research and Medicine. Although instruction will follow an off-line asynchronous format, every three weeks there will be an in-person session to review course concepts, answer questions, and to meet professionals in the field.

**COURSE FORMAT:**

This course is offered online with options to interact in person. In total, students will receive 2,250 Min. of course instruction including 2,200 Min. of didactics and group meetings with either the course assistant or the instructor for the preparation of assignments (50 minutes).

**PREREQUISITES:** None

**COURSE LEARNING OBJECIVES AND COMPONENTS**

|  |  |
| --- | --- |
| 1. Understand international legal foundations, human rights institutions and human rights norms relevant to health; identify and explain principles that inform a human rights approach to health  | Q&A; Midterm; Advocacy Project, Op-ed / Lessons 1, 2, 3, 4 |
| 2. Apply health and human rights concepts and methodology to the analysis of public health problems as well as health policies and programs  | Q&A; Advocacy Project; Rights Brief / Op-ed, Lessons 5-14 |
| 3. Assess the contributions and limitations of the human rights approach to promoting justice and equity in health outcomes; and identify ways in which human rights are or can be used to promote health and protect persons and groups from harm  | Q&A, Advocacy Project; Rights Brief /Op-ed, Guest Speakers, Lessons 4, 5-14 |
| 4. Conduct basic human rights research, analysis and organization to pressure key individuals, institutions and the public | Advocacy project; Op-ed |
| 5. Describe careers with a health and human rights lens and make professional connections with individuals actively working in the field | Guest Speakers; Advocacy Project |

**COURSE REQUIREMENTS AND EXPECATIONS**

Though this is an on-line asynchronous class, weekly Q&A assignments, periodic discussion forums, and in-person interactions every three weeks will add temporal coherence to students’ experience. Students who cannot attend the in-person sessions will be asked to watch their recording which will be available on the course website. Assigned weekly reading and written responses to questions regarding them due by 11:59pm of the topic week. Papers and midterms must be turned in on their due date or suffer a 5% grade depreciation for every unexcused day.

# ASSIGNMENTS:

# Participation: Students will be expected to do required readings and submit written responses to questions put forth by the instructor by 11:59pm Friday each week. This will determine the majority of students’ participation grades. Details and the submission portal can be found in Brightspace / Assignments / Q&A

**Discussion Forums:** Weekly modules will typically contain topics for discussion. Thoughtful and comprehensive initial responses and responses to other student’s contributions will be another part of the class participation grade.

**Op-ed:** An Op-ed will be submitted to a periodical on a health and human rights topic of the student’s choice. Detailed guidance for the Op-ed and the grading rubric will be available on NYU Brightspace.

**Political Advocacy:** In teams, students will lobby a politician on a health and human rights issue of their choosing. Detailed guidance for the experience including grading rubric will be available on NYU Brightspace.

**Final Exam:** There will be a closed book timed take-home exam distributed during finals week on health and human rights theory, organization, instruments and application

**GRADING**

|  |  |
| --- | --- |
| **Item** | **Percentage** |
| Weekly Q&A | 20% |
| Discussion Forums | 10% |
| Op-ed / Human Rights Petition | 25% |
| Advocacy Brief & Report | 20% |
| Final Exam | 25% |
| **TOTAL** | **100%** |

**SCALE:**

A: 94-100 B-: 80-82 D+: 67-69

A-: 90-93 C+: 77-79 D: 60-66

B+: 87-89 C: 73-76 F: <60

B: 83-86 C-: 70-72

**NYU BRIGHTSPACE:**

NYU Brightspace will be used throughout the semester for assignments, announcements, and communication. It is accessible through at https://home.nyu.edu/academics

**TEXTS**

- Mann, J., Gruskin, S., Grodin, M., Annas, G., Health and Human Rights – A Reader, Routledge: Great Britain, 1999. *Can buy* *on Amazon for under $10.*

- Holmes, Seth, Fresh Fruit Broken Bodies, UC Press: Berkeley, 2013. *Find on NYU online*

**COURSE OUTLINE**

|  |  |  |  |
| --- | --- | --- | --- |
| **Week** | **Topics** | **Reading** | **Assignments** |
| 9/1/22 | **Class 1 - Introduction to Human Rights and Health:** Overview of the basic principles, history, institutions, and application of the human rights and health relationship | * Brightspace module
* Le, P. [“Reconstructing a Sense of Self,”](https://journals-sagepub-com.proxy.library.nyu.edu/doi/10.1177/1049732316646157) *Qualitative Health Research*, 5/19/16
* UDHR. [Reference](https://brightspace.nyu.edu/content/enforced/192787-FA22_GPH-GU_5250_1_001/UNDHR.pdf?_&d2lSessionVal=6uUC219cNECdbSGg6HDwPT7Ws)
* International Covenant for Economic, Social and Cultural Rights (ICESCR). [Reference](https://brightspace.nyu.edu/content/enforced/192787-FA22_GPH-GU_5250_1_001/Internat%27l%20Covenant%20on%20Economic%2C%20Social%20%26%20Cultural%20Rights.pdf?_&d2lSessionVal=6uUC219cNECdbSGg6HDwPT7Ws)
* ICESCR, Article 12 - General Comment No 14. [Reference](https://brightspace.nyu.edu/content/enforced/192787-FA22_GPH-GU_5250_1_001/General%20comment%20-%20Article%2012.pdf?_&d2lSessionVal=6uUC219cNECdbSGg6HDwPT7Ws)
 | **Q&A\***\* All Q&A will be due the Friday of each lesson week by 11:59pm |
| 9/5/22 | **Class 2 – Human Rights and Health Relationships:** Introduction to Jonathon Mann and three Health & Human Rights relationships.  | * Brightspace module
* Mann, et al., “Health and Human Rights,” *HHR Reader*. pp 7 -20. [Reading](https://brightspace.nyu.edu/content/enforced/192787-FA22_GPH-GU_5250_1_001/Health%20and%20Human%20Rights%20-%20Mann%20et%20al1.pdf?_&d2lSessionVal=6uUC219cNECdbSGg6HDwPT7Ws)
* Farmer, “Culture, Poverty & HIV transmission,” Infections & Inequalities. [Reading.](https://brightspace.nyu.edu/content/enforced/192787-FA22_GPH-GU_5250_1_001/Farmer.HIV.pdf?_&d2lSessionVal=6uUC219cNECdbSGg6HDwPT7Ws)
* Hessler, P. “Nine Days in Wuhan - Ground Zero of the Corona Epidemic” *New Yorker,*Oct 5, 2020. [Reading](https://www.newyorker.com/magazine/2020/10/12/nine-days-in-wuhan-the-ground-zero-of-the-coronavirus-pandemic)
* Bessel, The Body Keeps the Score, Chapter 4. [Reading](https://ebookcentral.proquest.com/lib/nyulibrary-ebooks/reader.action?docID=6099843&ppg=71)
 | **Q&A** |
| 9/12/22 | **Class 3 –Health and Human Rights Instruments** Essential human rights principles, theories and documents including UDHR, ICECSR and the Gostin/Mann Rights Protection Checklist | * Brightspace module
* See readings from Module 1 (UDHR, ICESCR, ICESCR, Commentary No. 14)
* Gostin, et al, “Towards Development of Human Rights Impact Assessment,” # 6. [Reading](file:////content/enforced/192787-FA22_GPH-GU_5250_1_001/Gostin.Rights%2520Assessment1.pdf)
* Zernicke, Kate, "Is a Fetus a Person? An Anti-abortion strategy says yes." NYT, Aug 21, 2022. [Reference.](https://www.nytimes.com/2022/08/21/us/abortion-anti-fetus-person.html)
 | **Q&A** |
| 9/19/22 | **Class 4: Human Rights Institutions and Enforcement:** UN Organization, OHCHR, Acculturation process of Rights framework | * Brightspace module
* [United Nations Main Bodies](https://www.un.org/en/about-us/main-bodies)
* UN organizational [chart](https://www.un.org/sites/un2.un.org/files/21-00054e_un_system_chart_11x8.5_4c_en_3p.pdf)
* Harold Hongju Koh, “[How is international human rights law enforced?](https://heinonline.org/HOL/P?h=hein.journals/indana74&i=1407)” Indiana Law Journal 74(4) (1999) pp 1397-1417
* Kenneth Roth, [Defending Economic, Social, and Cultural Rights: Practical Issues Faced by an International Human Rights Organization](https://www-jstor-org.proxy.library.nyu.edu/stable/20069716), 26, *Human Rights Quarterly*, 63 (2004).
 | **Q&A** |
| 9/26/22 | **Class 5 – Petitions (and Op-eds) on Human Rights Violations:** Students will learn the distinct process of presenting legal arguments on human rights violations | * Brightspace module
* [An Overview of the Office of the High Commissioner for Human Rights (OHCHR)](https://www.ohchr.org/EN/AboutUs/Pages/WhatWeDo.aspx)
* [OHCHR Health-related Mandates](https://www.ohchr.org/en/health)
* [About the Human Rights Council](https://www.ohchr.org/en/hr-bodies/hrc/about-council)
* Interview with UN Special Rapporteur, [“MNCH and Mental Health as a Human Right*”*,](https://youtu.be/P-oWpXNWOfk) 2012.
* “[Medical Professionalism and Detainee Abuse in the War on Terror](http://hrp.law.harvard.edu/wp-content/uploads/2013/11/IMAP-EthicsTextFinal2.pdf)” – Executive Summary, *IMAP - 2013, pp 7-22.*
 | **Q&A** |
| 10/3/22 | **Class 6 – Gender and Sexuality.** Getting the terminology right. Yogykarta Principles and application.  | * Brightspace module
* [Yogykarta Principles, v1](http://yogyakartaprinciples.org/wp-content/uploads/2016/08/principles_en.pdf) (2016)
* [Yogykarta Principles, v2](http://yogyakartaprinciples.org/wp-content/uploads/2017/11/A5_yogyakartaWEB-2.pdf) (2017)
* Gessen, M, “[Bio of Urvashi Viad](https://www.newyorker.com/news/postscript/the-prolific-activism-of-urvashi-vaid),” *New Yorker*, 5/24//22.
 | **Q&A****Rights Petition.** Due 10/9/22 by 11:59pm |
| 10/10/22 | **Class 7 – Women and Girls.** Females not reproductive vassals; Overturning Right to Abortion. Getting Roe back. | * Brightspace module
* Freedman, L. “Censorship & Manipulation of Family Planning Information,” HHR – A Reader, #16
* Toubia, N. “[Female Circumcision as a Public Health Issue](https://www.nejm.org/doi/10.1056/NEJM199409153311106?url_ver=Z39.88-2003&rfr_id=ori:rid:crossref.org&rfr_dat=cr_pub%20%200www.ncbi.nlm.nih.gov),” *NEJM,* 9/15/14, pp. 712-16
* Slevin, P. “[Blue-printing the Kansas Abortion Rights Victory](https://www.newyorker.com/news/news-desk/blueprinting-the-kansas-abortion-rights-victory), *New Yorker*, 8/7/22
 | **Q&A** |
| 10/17/22 | **Class 8 – Undocumented Immigrants I.** How the poor suffer. Political, symbolic and structural violence | * Brightspace module
* Holmes, [Fresh Fruit Broken Bodies](https://ebookcentral.proquest.com/lib/nyulibrary-ebooks/reader.action?docID=1184054), Chapters 1-4
 | **Q&A** |
| 10/24/22 | **Class 9 – Undocumented Immigrants II.** Clinical gaze, bad faith, Perception of farm worker bodies | * Brightspace module
* Holmes, [Fresh Fruit Broken Bodies](https://ebookcentral.proquest.com/lib/nyulibrary-ebooks/reader.action?docID=1184054), Chapters 5-7
 | **Q&A** |
| 10/31/22 | **Class 10 – War.** Geneva convention; Russian invasion of Ukraine;  | * Brightspace module
* Gessen, M, “[Prosecution of War Crimes in Ukraine](https://www.newyorker.com/magazine/2022/08/08/the-prosecution-of-russian-war-crimes-in-ukraine),” *New Yorker,* Aug 2, 2022.
* Jackson, et al, “[Healthcare Recommendations for Recently Arrived Refugees](https://camailserver.com/wp-content/uploads/2016/04/J.-Carey-Jackson-MD9.pdf)” *Harvard PH Rev,* Spring 2016
* Mckibben, “[Putin’s war gives America a chance to get serious about refugees](https://www.newyorker.com/news/daily-comment/putins-war-gives-america-a-chance-to-get-serious-about-refugees),” *New Yorker,* April 4, 2022.
 | **Q&A** |
| 11/7/22 | **Thanksgiving Recess** |  No Readings |  |
| 11/14/22 | **Class 11 – IDPs, Refugees.** IDPs vs. Refugees; Equity in Migration policy | * Brightspace module
* Ludwig, et al, “When you are here, you have high BP,” *Intl Jnl of Migra, Health and Social Care*, 12(1), 3/7/16 26–37.
* Nakash, et al, “[The association between acculturation patterns and mental health symptoms](https://newclasses.nyu.edu/access/lessonbuilder/item/28596396/group/01d81787-c93d-423f-a793-759be8266929/Lesson%202/Association%20Between%20Acculturation%20Patterns%20and%20Mental%20Health%20Symptoms%20Among%20Eritrean%20and%20Sudanese%20Asylum%20Seekers%20in%20Israel.pdf),” Cult Divers & Ethnic Min Psych, 21(3), 468–476
* Jordan, M., “[After Texas Sent Him to Washington, One Migrant Launches a New Like](https://www.nytimes.com/2022/09/18/us/texas-migrants-bus-rides.html), *NYT,* Sept18, 2022.
 | **Q&A** |
| 11/21/22 | **Class 12: Race & Ethnicity I.** The non-science of race; Vocabulary: Racism vs. prejudice; healthcare vs. health disparities. Health impact of racism; EDI glossary | * Brightspace module
* Wilkerson, I. [Chapters 2 & 4](https://web-s-ebscohost-com.proxy.library.nyu.edu/ehost/ebookviewer/ebook?sid=75da77c1-07d0-45f2-b351-ae10868ad3e3%40redis&vid=0&format=EK), Caste, Random House NY, 2020
* Executive Summary, Unequal Treatment, Nat’l Academy: DC, 2003.
* Taylor, [“The Black Plague,”](https://www.newyorker.com/news/our-columnists/the-black-plague) *The New Yorker,* April 16, 2020
* Geronimus, “[Black White Differences in the Relationship of Maternal Age to Birthweight](https://www.sciencedirect.com/science/article/abs/pii/027795369500159X)” *Soc. Sci. Med*., Vol 42:4, pp 589-97, 1996
* [Glossary of terms](https://drive.google.com/file/d/1sFNEYXrLeB7Nso4DwFZVErpXX_JHIZ1V/view?usp=sharing) around equity, diversity & inclusion. Common Health Action, 2013
 | **Q&A** |
| 11/28/22 | **Class 13: Race & Ethnicity II.** Asians. Role of technology in addressing racial health disparities; Affirmative action; Cultural (Im)competency | * Brightspace module
* Wang, W. “[Racial Disparities in resource poor settings,”](https://youtu.be/dWYWgYukeNg) Harvard Medical School, 5/2019.
* Jacobs, “[Why experts want to rename Monkeypox](https://www.nytimes.com/2022/08/23/health/monkeypox-name-stigma.html?smid=nytcore-ios-share&referringSource=articleShare),” *NYT* 8/23/22.
* Gordon, et al, “Aggregation of Asian-American subgroups masks meaningful differences in health among Asian ethnicities,” *BMC PH*, [19:1551 (2019)](https://bmcpublichealth.biomedcentral.com/articles/10.1186/s12889-019-7683-3)
* Heller, “[What happens when an Elite Public School becomes open to all](https://www.newyorker.com/magazine/2022/03/14/what-happens-when-an-elite-public-school-becomes-open-to-all)?” *New Yorker,* March 7, 2022.
* Moton-Greene et al, “[Cultural competence or cultural humility](https://journals.sagepub.com/doi/epub/10.1177/1524839919884912),” *Health Prom. Practice.* Vol 21 ( 1), Jan 2020, pp 142-145
 | **Q&A****Political Advocacy****Write-up,** Due 12/11, 11:59 pm |
| 12/05/22 | **Class 14 – Epidemics I.** Rights checklist for health programs; U.S failures in Covid response and what it must learn | * Brightspace module
* Review: Gostin, et al, “Towards Development of Human Rights Impact Assessment,” # 6. [Reading](file:////content/enforced/192787-FA22_GPH-GU_5250_1_001/Gostin.Rights%2520Assessment1.pdf)
* Wang, “Coronavirus in Kids,” [Talk](https://youtu.be/FtbQdnF9_4U) at Guidepost Schools, Dec 22, 2020.
* CDC Isolation & Quarantine [Guidelines](https://www.cdc.gov/media/releases/2021/s1227-isolation-quarantine-guidance.html)
* LaFraniere, et al, “[Calls for CDC reorganization,”](https://www.nytimes.com/2022/08/17/us/politics/cdc-rochelle-walensky-covid.html) *NYT,* Aug 17, 2022.
 | **Q&A** |
| 12/12/22 | **Class 15 – Epidemics II.** Rudiments of epidemic response and recovery; Monkey pox threat; CDC reform | * Brightspace module
* Bokat-Lindell, “[Can the CDC Save itself?”, *NYT*](https://www.nytimes.com/2022/08/24/opinion/cdc-reorganization-covid-monkeypox.html)*,* Aug 25, 2022.
* Putra, J. et al, “[Electronic Medical Records in Humanitarian Emergencies,”](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5357025/pdf/f1000research-5-11868.pdf) F1000Res. 2016 Jun 23; 5:1477
 | **Q&A** |
| 12/19/22 | Conclusions | * Brightspace module
 | **Take Home Final** |

**COURSE FEEDBACK**

Student’s feedback on the course content, structure, requirements will be welcomed throughout the semester and will be taken seriously. Students will be asked to complete a formal evaluation of the course at the mid and end of semester

# GPH DIVERSITY, EQUITY, AND INCLUSION (DEI) STATEMENT:

The NYU School of Global Public Health (GPH) is committed to maintaining and celebrating a diverse, just, and inclusive environment for our students, faculty, and staff around the world. To foster this atmosphere and ideals of Diversity, Equity, and Inclusion (DEI), GPH promotes a welcoming learning environment that embraces cultural humility, and respects and values differences. These differences can include race, ethnicity, religion, gender identity, sexual orientation, physical, mental, and emotional abilities, socioeconomic status, and other aspects of human diversity. In this course, we encourage students to share and discuss different perspectives, beliefs, and experiences while treating all with dignity and respect.

# STATEMENT OF ACADEMIC INTEGRITY:

The NYU School of Global Public Health values both open inquiry and academic integrity. Students in the program are expected to follow standards of excellence set forth by New York University. Such standards include respect, honesty and responsibility. The School does not tolerate violations to academic integrity including:

* Plagiarism
* Cheating on an exam
* Submitting your own work toward requirements in more than one course without prior approval from the instructor
* Collaborating with other students for work expected to be completed individually
* Giving your work to another student to submit as his/her own
* Purchasing or using papers or work online or from a commercial firm and presenting it as your own work

Students are expected to familiarize themselves with the SGPH and University’s policy on academic integrity as they will be expected to always adhere to such policies – as a student and an alumnus of New York University.

Plagiarism

Plagiarism, whether intended or not, is not tolerated in the SGPH. Plagiarism involves presenting ideas and/or words without acknowledging the source and includes any of the following acts:

* Paraphrasing a passage from another writer's work without attribution
* Using a phrase, sentence, or passage from another writer's work without using quotation marks
* Presenting facts, ideas, or written text gathered or downloaded from the Internet as your own
* Submitting another student's work with your name on it
* Submitting your own work toward requirements in more than one course without prior approval from the instructor
* Purchasing a paper or "research" from a term paper mill.

Disciplinary Sanctions

If a professor suspects cheating, plagiarism, and/or other forms of academic dishonesty, appropriate disciplinary action is as follows:

* The Professor will meet with the student to discuss, and present evidence for the particular violation, giving the student opportunity to refute or deny the charge(s).
* If the Professor confirms that violation(s), he/she, in consultation with the Chairperson or Program Director may take any of the following actions:
* Allow the student to redo the assignment
* Lower the grade for the work in question
* Assign a grade of F for the work in question
* Assign a grade of F for the course
* Recommend dismissal

Once an action(s) is taken, the Professor will inform the Chairperson or Program Director and inform the student in writing, instructing the student to schedule an appointment with the Senior Associate Dean for Academic Affairs, as a final step. The student has the right to appeal the action taken in accordance with the GPH Student Complaint Procedure.

**STUDENTS WITH DISABILITIES:**

Students with disabilities should contact the Moses Center for Students with Disabilities regarding the resources available to them, and to determine what classroom accommodations should be made available. More information about the Moses Center can be found here: <https://www.nyu.edu/life/safety-health-wellness/students-with-disabilities.html>

Students requesting accommodation must obtain a letter from the Moses Center to provide to the instructor as early in the semester as possible.