

**UNIVERSITY SENATE**  
**UNIVERSITY AT ALBANY**  
**STATE UNIVERSITY OF NEW YORK**

Introduced by: Graduate Academic Council  
University Planning & Policy Council

Date: February 27, 2014

**PROPOSAL TO ESTABLISH A GRADUATE CERTIFICATE PROGRAM IN  
INTERNATIONAL HEALTH AND HUMAN RIGHTS**

IT IS HEREBY PROPOSED THAT THE FOLLOWING BE ADOPTED:

1. That the University Senate approves the attached proposal to establish a Graduate Certificate Program in International Health and Human Rights as approved by the Graduate Academic Council and University Planning & Policy Council.
2. That this proposal be forwarded to the President for approval.



# New Program Proposal: Certificate or Advanced Certificate Program

Form 2C

This form should be used to seek SUNY's approval and the State Education Department's (SED) registration of a proposed new academic program leading to a certificate (undergraduate) or an advanced certificate (graduate). Approval and registration are both required before a proposed program can be promoted or advertised, or can enroll students. The campus Chief Executive or Chief Academic Officer should send a **signed cover letter and this completed form** (unless a different form applies<sup>1</sup>), which should include **appended items** that may be required for Sections 1 through 3 and Section 10 of this form to the SUNY Provost at [program.review@suny.edu](mailto:program.review@suny.edu). The completed form and appended items should be sent as a single, continuously paginated document.<sup>2</sup> Guidance on academic program planning is available at [http://www.suny.edu/provost/academic\\_affairs/app/main.cfm](http://www.suny.edu/provost/academic_affairs/app/main.cfm).

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<sup>1</sup>Use a different form if the proposed new program will lead to a degree; be a combination of existing registered programs (i.e. for a multi-award or multi-institution program); be a breakout of a registered track or option in an existing registered program; or lead to certification as a classroom teacher, school or district leader, or pupil personnel services professional (e.g., school counselor).

<sup>2</sup>This email address limits attachments to 25 MB. If a file with the proposal and appended materials exceeds that limit, it should be emailed in parts.

Section 1. General Information	
Item	Response ( <i>type in the requested information</i> )
<b>a) Institutional Information</b>	Date of Proposal: February 7, 2014
	Institution's <a href="#">6-digit SED Code</a> : 210500
	Institution's Name: University at Albany
	Address: 1400 Washington Ave, Albany, NY 12222
	Dept of Labor/ <a href="#">Regent's Region</a> : Capital Region
<b>b) Program Locations</b>	List each campus where the entire program will be offered (with each institutional or branch campus <a href="#">6-digit SED Code</a> ): University at Albany (210500)
	List the name and address of <a href="#">off-campus locations</a> (i.e., <a href="#">extension sites or extension centers</a> ) where courses will offered, <b>or check here [ ✓ ] if not applicable:?</b>
<b>c) Proposed Program Information</b>	Program Title: Graduate Certificate Program in International Health and Human Rights
	<a href="#">Award(s)</a> (e.g., Certificate): Graduate Certificate
	Number of Required Credits: Minimum [ 16 ] If tracks or options, largest minimum [   ]
	Proposed <a href="#">HEGIS Code</a> : 2100 Public Affairs
	Proposed 6-digit <a href="#">CIP 2010 Code</a> : 44.0401 Public Administration
	If the program will be accredited, list the accrediting agency and expected date of accreditation: n/a
	If applicable, list the SED <a href="#">professional licensure title(s)</a> <sup>3</sup> to which the program leads:? n/a
<b>d) Contact Person for This Proposal</b>	Name and title: David Rousseau, Dean, Rockefeller College of Public Affairs & Policy, University at Albany Telephone: (518)442-5245 E-mail: <a href="mailto:drousseau@albany.edu">drousseau@albany.edu</a>
<b>e) Chief Executive or Chief Academic Officer Approval</b>	<b>Signature affirms that the proposal has met all applicable campus administrative and shared governance procedures for consultation, and the institution's commitment to support the proposed program.</b> <i>E-signatures are acceptable.</i>
	Name and title: Susan Phillips, Provost, University at Albany Signature and date:
	<b>If the program will be registered jointly<sup>4</sup> with one or more other institutions, provide the following information for <u>each</u> institution:</b>
	n/a Partner institution's name and <a href="#">6-digit SED Code</a> : Name and title of partner institution's CEO: Signature of partner institution's CEO (or <b>append</b> a signed letter indicating approval of this proposal):

Version 2013-10-17

<sup>3</sup> If the proposed program leads to a professional license, a [specialized form for the specific profession](#) may need to accompany this proposal.

<sup>4</sup> If the partner institution is non-degree-granting, see SED's [CEO Memo 94-04](#).

## Section 2. Program Information

### 2.1. Program Format

Check all SED-defined [format, mode and other program features](#) that apply to the **entire program**.

- a) **Format(s):** ☒ Day ☒ Evening ☐ Weekend ☐ Evening/Weekend ☐ Not Full-Time
- b) **Modes:** ☒ Standard ☐ Independent Study ☐ External ☐ Accelerated ☐ Distance Education  
*NOTE: If the program is designed to enable students to complete 50% or more of the course requirements through distance education, check Distance Education, see Section 10, and append a [Distance Education Format Proposal](#).*
- c) **Other:** ☐ Bilingual ☐ Language Other Than English ☐ Upper Division ☐ Cooperative ☐ 4.5 year ☐ 5 year

### 2.2. Related Degree Programs

All coursework required for completion of the certificate or advanced certificate program must be applicable to a currently registered degree program at the institution (with the possible exception of post-doctoral certificates in health-related fields). Indicate the registered degree program(s) by title, award and five-digit SED Inventory of Registered Programs (IRP) code to which the credits will apply:

Title - Public Administration

Award – MPA

IRP Code – 03038

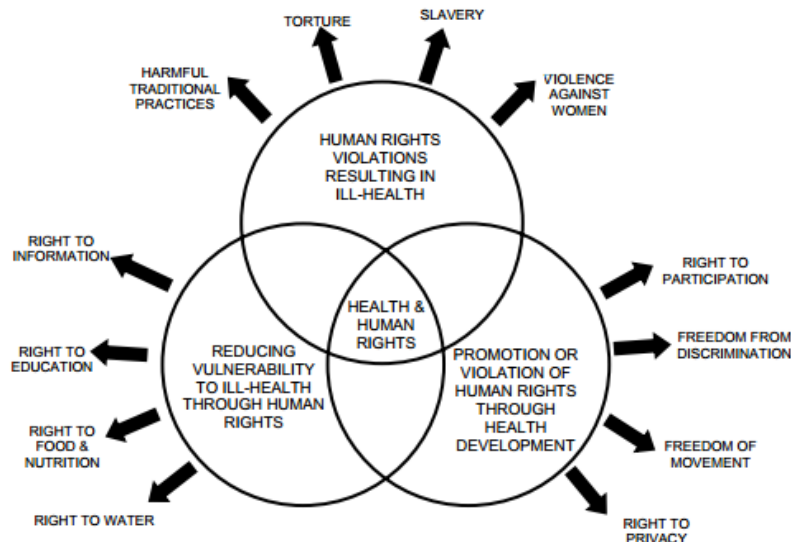
### 2.3 Program Description, Purposes and Planning

#### BACKGROUND:

To address the growing demand for interdisciplinary solutions to our contemporary world challenges, the Global Institute for Health and Human Rights (GIHHR) in collaboration with the University at Albany School of Public Health (SPH) and the Rockefeller College of Public Affairs and Policy is proposing the creation of a Graduate Certificate in International Health and Human Rights to be offered to students and professionals (health care professionals, lawyers, policy makers etc.). The certificate program will be administered by Rockefeller College.

The topic of health and human rights is gaining more exposure in the political and public sphere as questions are raised about health disparities in minority populations, access to healthcare for vulnerable populations and health care for prisoners, among others, that beg us to look into the undeniable links between health and human rights. Additionally, throughout the world, there have been conflicts that have resulted in the removal of basic human rights from civilian populations and have had a detrimental effect on the health status of a large number of people. Professionals who are able to analyze, prosecute, treat or make any difference in these situations must be given the right tools to be able to do so. This is of particular importance to students and professionals in health and/or human rights as well as students and professionals in related disciplines, such as those pursuing the proposed Master of International Affairs degree from Rockefeller College.

Furthermore, there are many international organizations that are looking to health and law professionals for global human rights and health work. However, there are few universities in the United States that offer a consolidated, comprehensive health and human rights curriculum for students and professionals hoping to gain information on the links between the two fields. Figure 1 from the World Health Organization (WHO) examines the links that exists between health and human rights.



**Figure 1:** Examining the Links between Health and Human Rights  
Source: WHO - <http://www.who.int/hhr/HHR%20linkages.pdf>

Dr. Margaret Chan, the Director-General of the World Health Organization (WHO) has stated that, “The world needs a global health guardian, a custodian of values, a protector and defender of health, including the right to health.” The WHO constitution put out the first statement regarding the right to health for all by stating, “...the enjoyment of the highest attainable standard of health is one of the fundamental rights of every human being...” Furthermore, the Universal Declaration of Human Rights (1948) stated that the right to an adequate standard of living includes the right to health. In 1966, the International Covenant on Economic, Social and Cultural Rights established that signatory states must recognize “...the right of everyone to the enjoyment of the highest attainable standard of physical and mental health.” Health and human rights have been intertwined because of the highly personal nature of healthcare and health-related issues. However, many nations around the world have health systems that do not allow for this basic right to be realized by a majority of the population. Specifically, many minority groups in these nations face discriminatory health practices, including inaccessibility of healthcare itself.

According to the WHO and the United Nations Office of the High Commissioner for Human Rights (OHCHR), it is necessary to develop outlines for health policy making guided by international human rights standards and principles. Using a human rights framework, the underlying inequality and discriminatory practices that affect people’s health can be better understood. With this understanding, physicians, lawyers, policy makers and other essential constituencies can begin to create health policies that are not discriminatory and are scientifically sound. Given the complex nature of health and human rights, in order to design effective, human rights based health policies, professionals from different fields must come together in a cross-disciplinary setting to establish a continuing dialog. The issue in bringing different professionals together is that each speaks his/her own professional language and often understands important issues based solely on the lessons of his/her discipline. To examine the causes of injustice in health systems and to design policies, it is necessary for professionals from different fields to speak a common health and human rights language that is informed by multiple disciplines.

The University at Albany’s GIHHR was founded in 2012 with the mission to facilitate a deeper understanding of the intersection between health and human rights, and to promote innovative and interdisciplinary solutions to contemporary challenges in this arena through research, education, policy, advocacy and development. Although Rockefeller College and the SPH are key collaborators with GIHHR, faculty from across the University at Albany participate in the interdisciplinary effort (including the College of Arts and Sciences, the School of Criminal Justice, and School of Social Welfare). The GIHHR advisory board draws on faculty and practitioners from across the region, state, nation and globe. Founded as a research and training institute, the GIHHR reports to UAlbany’s Vice President for Research.

In order to pursue its goal of creating a credit bearing graduate certificate, GIHHR has partnered with Rockefeller College. The Rockefeller College Graduate Certificate in International Health and Human Rights is a consolidated health

and human rights certificate program for students and professionals who hope to gain practical knowledge in the fields of health and human rights. Given the subject matter's interdisciplinary character, the certificate (like the Institute) is a collaboration among several organizations within the University at Albany and academic institutions across the Capital District (including Albany Law School, Albany Medical College, Union Graduate College, and the Albany College of Pharmacy and Health Sciences). The goal of the collaboration is to give students access to faculty expertise and courses spread across the institutions. Although the certificate is not a "multi-institution" program in SUNY terminology, broad access to courses will be provided through Memorandums of Understanding (MOUs) or similar agreements.

The Rockefeller College Graduate Certificate in International Health and Human Rights and the research and training offered by the GIHHR employ a collaborative and interdisciplinary approach towards education. First and foremost it seeks to reconcile different academic perspectives with one another. Political scientists, public health professionals, public policy analysts, doctors and lawyers often view problems through very different lenses; our interdisciplinary program allows researchers and practitioners to approach problems from an integrated perspective. This approach, coupled with GIHHR's position at UAlbany, provides a unique vantage point from which to engage the intersection of health and human rights from a variety of angles, integrating fields of study ranging from philosophy to urban planning to law and public health. Further, a primary goal of the Institute is to empower the next generation of health activists and professionals to become engaged in the international promotion of health and human rights. The realization of social justice in health requires effective health policy and the protection of basic human rights, codified into law. The Institute's focus is on vulnerable populations and those from the corners of society least able to advocate for themselves due to social, political and/or cultural marginalization. The Institute's health policy work is a call to action to all those who shape public policy to remain aware of the needs of those who suffer most in society, and to enact laws that will protect their rights and well-being.

**a) What is the description of the program as it will appear in the institution's catalog?**

The Graduate Certificate in International Health and Human Rights is a program for students and professionals who hope to gain practical knowledge in the fields of health and human rights. The primary objective of the program is to provide professionals and students with a framework for understanding health and human rights as a single issue area and for advocating that access to quality health care is a human right – regardless of wealth, power, status, standing or tradition.

The certificate program in health and human rights requires the completion of five courses, including three required courses and two electives. The required courses include 1) HPM645 Global Health, 2) RPOS568/RPAD 568 Foundations of Human Rights, and 3) HPM 586/RPOS 586 Health and Human Rights: An Interdisciplinary Approach. The Global Health course is an offering in the School of Public Health and the Foundations of Human Rights course will be an offering in Rockefeller College. The Health and Human Rights course focuses on the intersection of these two traditional issues areas. The required courses will be offered at least annually. The elective courses can be selected from a list of offered courses at UAlbany or the partner institutions in the Capital Region (including Albany Law School, Albany College of Pharmacy and Health Sciences, and Union Graduate College). Students can transfer one of the elective courses from a non-partner institution if proof of completion can be shown (up to 3 credits).

There will be two tracks that students can follow through the certificate program. Track one is geared towards traditional students and track two is designed for professionals who are not able to take courses during the fall or spring semesters of the academic year.

The first track will involve taking courses, both core and electives, during the regular semester/trimester. These classes will be completed over their allotted ten to fifteen week time period and credit will be given at the end of that period. After completing the three core courses at UAlbany, students will have the option to complete two elective courses at the partner institutions or at UAlbany. Although it is preferred that UAlbany students take courses offered at partnering institutions to gain breadth, the two electives can be taken at UAlbany to complete the certificate.

The second track will involve taking courses outside of the traditional academic year. Professionals working full time (e.g., doctors, lawyers, and public health workers) often cannot spend 10-15 weeks in a residential program. Moreover, we believe that demand for this program will come from professionals located around the globe. Therefore, the certificate courses will be offered during summer sessions and online. This will allow professionals, both local and at a distance, to take a combination of online and on-site courses.

b) What are the program's educational and, if appropriate, career objectives, and the program's primary student learning outcomes (SLOs)? **NOTE:** *SLOs are defined by the Middle States Commission on Higher Education in the [Characteristics of Excellence in Higher Education](#) as "clearly articulated written statements, expressed in observable terms, of key learning outcomes: the knowledge, skills and competencies that students are expected to exhibit upon completion of the program."*

The overall educational objective of the Graduate Certificate in International Health and Human Rights is to have students develop a framework to understand health and human rights not as two separate issues, but as one single issue with two components, mainly, the right of every human to quality health care. The curriculum components of the Graduate Certificate in International Health and Human Rights indicate the general competencies that must be acquired in the program to meet this goal. The components will develop students' general competencies that are consistent with the certificate's mission to provide specific knowledge and to develop skills and capabilities across various disciplines including health, law, medicine, science, social sciences and advocacy that enrich students' perspective and performance capabilities with regard to future employment and career.

Upon completion of this program, students will be able to:

- Understand the principles and institutions of national, regional, and international human rights laws, including their origins, assumptions, contents, limits and potential (RPOS 568/RPAD 568);
- Analyze human rights issues within the context of particular countries or international situations and formulate and evaluate human rights-based initiatives and policies (RPOS 568/RPAD 568);
- Understand and evaluate the major issues confronting global health, including their levels and trends, their determinants, and their effect on individuals and populations (HPM 645);
- Develop in-depth skills to design, implement, monitor and/or evaluate health programs and health systems, including their inputs, outputs, effectiveness, cost-effectiveness, and financial management (HPM 645);
- Understand the critical relationship between health and human rights and the rationale for viewing quality health care as a basic human right (HPM 586/RPOS 586);
- Formulate and evaluate human rights policies within the health issue area (HPM 586/RPOS 586);
- Identify the human rights dimension hidden in everyday health care practice and formulate new procedures in everyday work to enhance the protection of human rights (HPM 586/RPOS 586); and
- Develop culturally-relevant professional leadership and communication skills to work collaboratively to motivate and inspire others to help solve human rights problems in the health issue area (HPM 586/RPOS 586).

c) How does the program relate to the institution's and SUNY's mission and strategic goals and priorities? What is the program's importance to the institution, and its relationship to existing and/or projected programs and its expected impact on them? As applicable, how does the program reflect diversity and/or international perspectives?

This proposal intends to invest in the development of a graduate certificate program in support of initiatives contained in UAlbany's strategic investment plan that was written in response to Governor Andrew Cuomo and SUNY Chancellor Nancy Zimpher's NYSUNY Challenge Grant Initiative, *UAlbany Impact*, specifically **Strategic Initiative #1: Human Health and Biomedical Sciences: Translating Science into Human Health** and **Strategic Initiative #4: Public Service and Policy: Improving the Human Condition through Research on Policy and Practice**. This proposal can increase opportunities for students regionally and internationally through interdisciplinary training to build up their experience and knowledge in the growing field of health and human rights. By bringing faculty and students together from different fields this certificate will highlight the University at Albany as a center for excellence in the important and growing field of health and human rights.

The proposed certificate program will concentrate on different aspects of public health, especially with regard to Human Rights. The program will not overlap with or negatively impact any certificate programs offered at the University at Albany, including the School of Public Health and Rockefeller College. In fact, we anticipate that this certificate will be a concentration within the proposed Master of International Affairs (MIA) degree at Rockefeller. Additionally, as the main focus of this certificate is on the issue of Human Rights, it is expected that the program will attract students and professionals from other fields and departments (e.g., Law, Criminal Justice etc.).

In terms of diversity and/or international perspectives, the GIHHR, through its global network and by supporting various international projects, creates research opportunities for motivated students and health professionals enrolled in the program to work together across borders and disciplines to gain practical experience while emphasizing the connectedness and



importance of health and human rights.

**d) How were faculty involved in the program's design?**

As an interdisciplinary program, the Graduate Certificate in International Health and Human Rights has, from the beginning, benefited from collaboration and consultation with the chairs of the involved UAlbany departments and their respective faculty in terms of program design and planning. In particular, the chairs aided in the identification of courses that could serve as electives for the certificate.

In addition, many faculty members from across UAlbany have been involved in the founding of the GIHHR and the development of the strategic plan for the institute's research, teaching, training, and advocacy missions. The GIHHR Board of Directors is composed of faculty from UAlbany (Victor Asal, Katharine Briar-Lawson, Ray Bromley, Samantha Friedman, Alan Lizotte, John Mandle, Vivian Ng, Karl Rethemeyer, David Rousseau, Lawrence Shell, Carol Whittaker, Kevin Williams, and Elga Wulfert). The board as whole supported the creation of the academic certificate and a team of GIHHR, SPH and Rockefeller College faculty, staff, and researchers developed the details of the plan.

**e) How did input, if any, from external partners (e.g., educational institutions and employers) or standards influence the program's design?** If the program is designed to meet specialized accreditation or other external standards, such as the educational requirements in [Commissioner's Regulations for the profession](#), **append** a side-by-side chart to show how the program's components meet those external standards. If SED's Office of the Professions requires a [specialized form](#) for the profession to which the proposed program leads, **append** a completed form at the end of this document.

The program is not designed to meet accreditation. However, a number of external partners have been consulted about the need for the certificate and the ideal content for it. In order to maximize external input on the Institute's research, teaching, training and advocacy missions, the GIHHR created an Advisory Board drawn from practitioners and academics. This body, which helped formulate the strategic direction of the Institute, includes the following members: Ladan Alomar, Executive Director, Centro Civico of Amsterdam; Joseph Amon, Director of Health and Human Rights Division, Human Rights Watch; Penelope Andrews, President and Dean, Albany Law School; Chris Beyrer, Director/Professor, JHU Center for Public Health and Human Rights; David Bloom, Professor, Harvard Dept. of Global Health; Nazanin Boniadi, Actress, Spokesperson for Amnesty International USA; Sophie Cook, Executive Director, Committee of Concerned Scientists; Henry Greenberg, Former Chair of Human Rights, NY Academy of Sciences; Kaveh Khoshnood, Associate Professor, Yale University School of Public Health; Joel Lamstein, President, John Snow, Inc.; Robert Lawrence, Professor, Johns Hopkins University, Bloomberg School of Public Health; Jamie Metzel, former Vice President, Asia Society; Suzanna Nossel JD, Executive Director, USA/Amnesty International; and Susannah Sirkin Director of International Policy and Partnerships, Physicians for Human Rights. In addition, the GIHHR consulted James Gozzo, PhD – President, Albany College of Pharmacy & Health Sciences and Alicia Ouelette, JD – Associate Dean and Professor, Albany Law School. Although this body did not review the details of the proposal, it did support the need to develop curriculum to train professionals to identify the human rights dimension of health care and develop policies and programs to increase protections for vulnerable, marginalized and at risk populations. The Advisory Board will also annually review the curriculum, marketing, and assessment of the certificate program at its annual meeting.

**f) Enter anticipated enrollments for Years 1 through 5 in the table below. How were they determined, and what assumptions were used? What contingencies exist if anticipated enrollments are not achieved?**

As discussed above, we anticipate three types of students enrolling in the certificate program: 1) students concurrently enrolled in a masters program taking certificate classes as part of a concentration; 2) part-time students working full-time in the fields of law, medicine, or public health taking approximately one course per term over the two year period; and 3) professionals taking two or three courses during an intensive summer session.

The enrollment figures in the table below are based on several assumptions. First, the program will be begin with a modest number of students and grow slowly over time as more public health organizations, students and professionals in the field of human rights and public health, and students from other fields become familiar with this certificate program. Second, we anticipate that the vast majority of students will be part-time students taking the courses over two years. In order to keep our estimates conservative, we have indicated that 100% of the students will be part-time in the table below. Third, enrollments should increase when the proposed Rockefeller College Master of International Affairs (MIA) program is launched. The International Health and Human Rights Certificate will be a concentration within this program. Fourth,



the addition of a summer school program hosted by the GIHHR will have a significant impact on annual enrollments, particularly with students that are new the University. Fifth, two of the three core courses will be taught in a distance learning format: the asynchronous distance learning format used by the SPH for the Global Health course and the synchronous distance learning format that will be used for all MIA courses including the Foundations of Human Rights course.

Year				Estimated
	Full-time	Part-time	Total	FTE
1	0	8	8	3
2	0	18	18	6
3	0	29	29	10
4	0	40	40	13
5	0	51	51	17

If enrollments are not achieved, Rockefeller College can place greater emphasis on the program in its marketing and recruitment activities. The GIHHR can also increase recruitment efforts at its other activities (research conferences, training workshops, and advocacy efforts). However, if enrollments fall drastically short, the certificate could be reduced or eliminated at little or no cost. Two of the three core courses are already regularly taught (or will be) in other programs (Global Public Health in the MPH and Foundations of Human Rights in the MIA), and the third core course (Health and Human Rights) will be regularly taught by the faculty from GIHHR beginning in Fall 2014. Similarly, the elective courses are currently taught across UAlbany and/or other academic institutions in the Capital Region. Therefore, offering these courses to certificate students will not involve additional teaching hours on the part of faculty. In the event that courses are unavailable at the affiliated institutions, the GIHHR has the ability to offer many of these courses itself through affiliated faculty members who are qualified to teach in these areas. The elective courses may be completed online if the option is available. In the future, we hope to have all the courses offered as part of the curriculum available online.

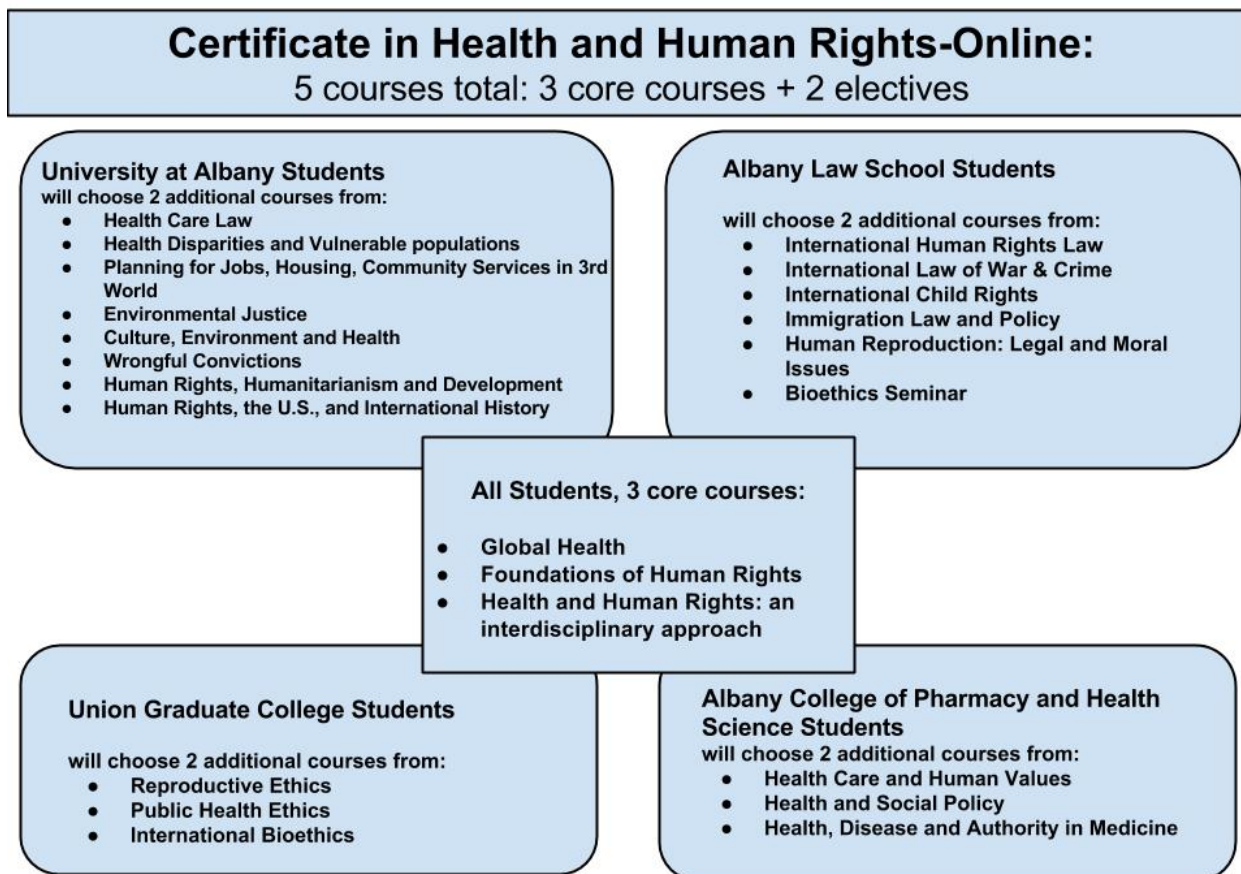
Finally, to facilitate timely completion of the certificate, the participating faculty members and administrators at each partner institution will make every effort to reserve seats for certificate students. In the event that interest in the program greatly exceeds estimates, enrollment caps will be discussed with participating professors and institutions to determine if limits for registration in the certificate program should be utilized to ensure that all certificate students are able to register for courses. In terms of course timing, coordination will be made between the GIHHR and the affiliated institutions to ensure that it is possible for students to enroll in onsite courses without scheduling conflicts. The same measures will be taken in terms of coordination of exam dates and/or paper deadlines.

**g)** Outline all curricular requirements for the proposed program, including prerequisite, core, specialization (track, concentration), capstone, and any other relevant component requirements, but do not list each General Education course.

The certificate itself does not include any prerequisites, specializations, concentrations, capstones, or other requirements. While the core courses do not require prerequisites, the students will be advised that some of the elective courses may have prerequisites. However, these prerequisites may be waived by the program director if the student can demonstrate expertise and proper qualifications for the course.

As stated in Section 2.3a, the Certificate Program in International Health and Human Rights requires the completion of five courses, including three core courses and two electives. The core courses include 1) HPM645 Global Health, 2) RPOS568/RPAD 568 Foundations of Human Rights, and 3) HPM 586/RPOS 586 Health and Human Rights: An Interdisciplinary Approach. The Global Health course is an annual offering in the School of Public Health and the Foundations in Human Rights course will be an annual offering in Rockefeller College. The Health and Human Rights course focuses on the intersection of these two traditional issues areas.

Figure 2 depicts the plan for any student in the certificate program.



**Figure 2:** Study Plan for Students Entering the Certificate Program in Health and Human Rights. The core courses are in the center while electives and the partnering institutions are shown in the surrounding rectangles.

#### h) Program Impact on SUNY and New York State

**h)(1) *Need:*** What is the need for the proposed program in terms of the clientele it will serve and the educational and/or economic needs of the area and New York State? How was need determined? Why are similar programs, if any, not meeting the need?

The global focus of the GIHHR means that its research, teaching, training and advocacy missions are not bound by political or geographic boundaries. Quality health care is a human right for a prisoner in Rwanda, a refugee in Italy, a child in Brooklyn, and a Native American on the St. Regis Mohawk Reservation in Franklin County, New York. Globally, the topic of health and human rights has been gaining increased exposure in the political and public sphere as questions are raised about the use of chemical weapons, civilian targeting, torture, prisoner's rights, health disparities, etc. that beg us to look into the undeniable links between health and human rights. Additionally, throughout the world, there have been conflicts that have resulted in the removal of basic human rights from civilian populations and have had a detrimental effect on the health status of a large number of people. The need, for example, of physicians who are knowledgeable on human rights and lawyers who have basic health knowledge is growing. Furthermore, international policy makers and consultants who are aware of both human rights and health related issues will be in demand for international organizations hoping to aid nations in the development of health policies. A study from Cotter et al. (2009) found that most deans at medical schools and public health schools valued human rights knowledge in their students. For example, 62% of respondents believed it was important to offer, in the very least, a health and human rights training module for students. However, only about one-third of deans reported that they offered some type of health and human rights training. The major issue that the deans raised is that students lack time to be able to get human rights and health training.

Therefore, the Graduate Certificate in International Health and Human Rights has been designed to provide students with the tools required to identify, analyze and rectify systematic violations of human rights. Professionals who are able to analyze, prosecute, treat or make any difference in these situations must be given the right tools to be able to do so. Many international organizations are looking to health and law professionals for global human rights and health work. However, there are only two universities (Johns Hopkins and Columbia) in the United States that offer a consolidated, comprehensive health and human rights curriculum for students and professionals hoping to gain information on the links between the two fields. The proposed program will help to fill this void by highlighting the undeniable links between health and human rights, and opens up an opportunity for students and professionals to gain the necessary knowledge on the interrelation between the two fields.

Moreover, due to the lack of availability of similar programs, we anticipate that the International Health and Human Rights Graduate Certificate at UAlbany will attract many out of state and international students and professionals, which will contribute to the revitalization of New York State's economy.

In spring 2013 the honors course "Health and Human Rights: An Interdisciplinary Approach" was offered. The course was cross-listed between the School of Public Health and Rockefeller College and was offered as a course in the Honors College. The response to the course was very good. The course filled in just two days, and enrollment caps were increased because of the high demand for the course. Students reviewed the course very positively in their semester-end evaluations; they appreciated the interdisciplinary and applied nature of the course, and many described it as the best course they have taken at UAlbany. The faculty members who guest lectured also were very pleased with the experience and every one of them has agreed to participate the next time the course is offered. Based on the success of the course, the director of the Honors College and the deans of the participating schools are very eager to offer the course again next spring.

**h)(2) *Employment:*** For programs designed to prepare graduates for immediate employment, use the table below to list potential employers of graduates that have requested establishment of the program and describe their specific employment needs. If letters from employers support the program, they may be **appended** at the end of this form. As appropriate, address how the program will respond to evolving federal policy on the "gainful employment" of graduates of certificate programs whose students are eligible for federal student assistance.

As discussed in section 2.3e, the GIHHR Board of Advisors includes a large number of practitioners who view the certificate as providing critical skills for professionals in the health field. The purpose of the Graduate Certificate in International Health and Human Rights is to increase the knowledge and skills of professionals across many different fields from law and medicine to public health and social work. Graduates of this program will be more effective in their current job which could lead to more rapid advancement within the organization or the field. Students are expected to be drawn from and return to many fields including the following (with occupational codes from O\*NET)

- 21-1094 Community Health Workers
- 21-1022 Healthcare Social Workers
- 29-1141 Registered Nurses
- 23-1011 Lawyers
- 23-2011 Paralegals and Legal Assistants
- 23-1022 Arbitrators, Mediators, and Conciliators
- 29-1063 Internists, General
- 29-1065 Pediatricians, General
- 29-1071 Physician Assistants
- 21-1022 Healthcare Social Workers
- 21-1029 Social Workers, All Other
- 21-1021 Child, Family, and School Social Workers

In terms of gainful employment, students in the program will be treated like all the professional masters and certificate students in Rockefeller College. First, all students in the program will have access to full time career services support in the College. Second, all graduates have an exit interview to discuss job placement and debt mitigation (e.g., how loan forgiveness works for those working in the public sector). Third, our career services office tracks employment information

for all graduates at graduation, 3 months, 6 months, 9 months, and 12 months. For the Master of Public Administration class graduating in May 2012 (which includes many but not all of our graduating certificate students), the percentage employed full-time in a position in their field was 84% at 3 months, 89% at 6 months, 95% at 9 months and 96% in 12 months. We will collect similar employment (and debt) data for the health and human rights certificate program.

Employer	<i>Need: Projected positions</i>	
	In initial year	In fifth year

- h)(3) *Similar Programs:*** Use the table below to list similar programs at other institutions, public and independent, in the service area, region and state, as appropriate. Expand the table as needed. **NOTE:** *Detailed program-level information for SUNY institutions is available in the [Academic Program Enterprise System](#) (APES) or [Academic Program Dashboards](#). Institutional research and information security officers at your campus should be able to help provide access to these password-protected sites. For non-SUNY programs, program titles and degree information – but no enrollment data – is available from [SED's Inventory of Registered Programs](#).*

Institution	Program Title	Degree	Enrollment
Columbia University Mailman School of Public Health	Health and Human Rights	Advanced Certificate	13
Johns Hopkins Bloomberg School of Public Health	Health and Human Rights	Graduate Certificate	10

- h)(4) *Collaboration:*** Did this program's design benefit from consultation with other SUNY campuses? If so, what was that consultation and its result?

Dr. Jack A. DeHovitz from SUNY Downstate Medical Center, who also serves in the GIHHR as an affiliated faculty, has been consulted with regard to the program's design. Dr. DeHovitz particularly emphasized the global components of health and human rights and his insights into the structure of both the Global Health (HPM 645) and Health and Human Rights (HPM 586/RPOS 586) core courses proved to be invaluable, especially his recommendations regarding the globalization and practice of international health.

- h)(5) *Concerns or Objections:*** If concerns and/or objections were raised by other SUNY campuses, how were they resolved?

N/A

## 2.4. Admissions

- a)** What are all admission requirements for students in this program? Please note those that differ from the institution's minimum admissions requirements and explain why they differ.

Admission into the Graduate Certificate in International Health and Human Rights will be available for all currently matriculated graduate students at UAlbany and partner institutions (master's and doctoral students) as well as any professionals meeting the following admission standards and requirements for graduate admission:

- Proof of a baccalaureate or graduate degree from academic institution(s) where degree was earned (an official English translation should be provided if the original is not in English);
- Official transcripts from academic institution(s) where degree was earned (an official English translation should be provided if the original is not in English);
- A letter of intent describing the applicant's background and his/her reasons for pursuing the Certificate;
- Evidence of proficiency in English for international applicants; and

- A completed application and fee.

These admission requirements are the same as all graduate certificate programs in Rockefeller College.

**b) What is the process for evaluating exceptions to those requirements?**

The only exception for these requirements will be a waiver of the application fee in rare circumstances. This decision will be made by the admissions committee.

**c) How will the institution encourage enrollment in this program by persons from groups historically underrepresented in the institution, discipline or occupation?**

The University at Albany has a demonstrated commitment to promoting diversity and inclusiveness among its student body, faculty, and staff. The co-directors of the GIHHR will work with the admissions teams from the University at Albany's School of Public Health and Rockefeller College, as well as with partner institutions and affiliated faculty to conduct targeted outreach to persons from historically underrepresented groups to encourage them to apply to the program. While no individual will be given preferential treatment for admission to the program, all persons will have equal access to the program and available resources. In order to increase recruitment of persons from historically underrepresented groups, Rockefeller College is in the process of joining the Public Policy and International Affairs (PPIA) program) which is a not-for-profit that has been supporting efforts to increase diversity in public service for over 30 years.

## **2.5. Academic and Other Support Services**

Summarize the academic advising and support services available to help students succeed in the program.

Upon acceptance into the Graduate Certificate in International Health and Human Rights program, every student will be assigned an academic advisor. Typically, students will be initially assigned to the program director or deputy program director who will help the student decide what electives best fits his or her professional interests. As students take courses and meet faculty, many will choose to select a new advisor. To change advisors, the student should secure the agreement of another faculty member to serve as the new advisor and then notify the program director who will execute the change in the *myUAlbany* information system and record it in the student's records and in program documents.

Advisors are expected to monitor the student's progress and to ensure that the student complies with all procedural requirements in a timely manner. At a minimum, these duties include helping the student select courses, providing the student with an Advisor Verification Number (AVN) to permit registration via the *myUAlbany* webpage each semester, advising the student on other academic matters, discussing post-graduation career plans and writing letters of recommendation. The advisor will also assist the student in the completion of the Completed Degree Program (CDP) sheet, and other academic documents, as appropriate. The CDP sheet, which is a standard form for all certificate programs in Rockefeller College, is a final document outlining how the student has met the requirements of the program. During an in-person meeting, the sheet should be completed and signed by the student and the student's advisor. This must be done by the end of the fifth week of the student's last semester in the program. The CDP sheet is used by the director of graduate student services to review the student's credentials for graduation. The CDP sheet will be available for downloading from the Rockefeller College website.

At the end of each semester, the program director, affiliated faculty who serve as academic advisors and relevant Rockefeller College staff will meet to review the progress and standing of all International Health and Human Rights certificate students. Students who are not making adequate progress will receive notification from the program director and receive additional counseling to identify and address problems. Students who do not maintain a 3.0 average will be placed on academic probation. Those who are unable to bring their average up to this threshold within one year will be administratively withdrawn from the program.

The certificate program must be completed within five years of the time a student is admitted into the program. While there is no continuous registration requirement, students who choose not to enroll for a semester (or more) do not have access to many services and they are unable to defer the repayment of prior college loans or qualify for financial aid.

## 2.6. Prior Learning Assessment

If this program will grant credit based on Prior Learning Assessment, describe the methods of evaluating the learning and the maximum number of credits allowed, **or check here [ ✓ ] if not applicable.**

## 2.7. Program Assessment and Improvement

Describe how this program's achievement of its objectives will be assessed, in accordance with [SUNY policy](#), including the date of the program's initial assessment and the length (in years) of the assessment cycle. Explain plans for assessing achievement of students' learning outcomes during the program and success after completion of the program. **Append** at the end of this form, **a plan or curriculum map** showing the courses in which the program's educational and, if appropriate, career objectives – from Item 2.3(b) of this form – will be taught and assessed. **NOTE:** *The University Faculty Senate's [Guide for the Evaluation of Undergraduate Programs](#) is a helpful reference.*

The learning objectives of the Graduate Certificate in International Health and Human Rights will be assessed on a bi-annual basis for the first year and a half after the program is initiated, with the first assessment completed in December 2014. One core course per semester will be assessed to determine if student learning outcomes are being met. After this initial assessment cycle, courses will be reviewed on an annual basis (courses will be assessed in the same order as they were initially assessed). After each course assessment, the committee of affiliated faculty will determine if additional assessment of the core courses is needed. Additional assessment would be required if it was determined during the initial assessment that the learning objectives were not being met and changes to the course were recommended. If it is determined that an additional assessment is needed, this would take place immediately following the semester in which the class was taught. If it is determined that no additional assessments are immediately needed, the annual assessment of each core course (one per year) will be continued according to schedule.

The attached program review plan lists the learning objectives of the International Health and Human Rights Graduate Certificate Program, the corresponding course in which these objectives are met, and how the student learning outcomes are assessed. In each case, examinations and major assignments will be used to determine if the student learning outcomes were met. If student learning outcomes have not been met, it would be noted on this form.

Note: While all courses offered in this program will reinforce the framework of understanding health and human rights not as two separate issues, but one single issue with two components - the right of every human to quality health care – only the core courses which are required of every student will be assessed. Since a wide range of electives are offered under this program, students will necessarily develop different knowledge, competencies and skills. However, by assessing the program's required core courses, we can ensure that all the students that complete the program will have met the same basic learning outcomes.

## Section 3. Sample Program Schedule and Curriculum

Complete the **SUNY Program Schedule for Certificate and Advanced Certificate Programs** to show how a typical student may progress through the program.

**NOTE:** *For an undergraduate certificate program, the **SUNY Sample Program Schedule for Certificate and Advanced Certificate Programs** must show **all curricular requirements and the number of terms required to complete them.** Certificate programs **are not required** to conform to SUNY's and SED's policies on credit limits, general education, transfer and liberal arts and sciences.*

### EXAMPLE FOR ONE TERM: Sample Program Schedule for Certificate Program

Term 2: Fall 20xx			
Course Number & Title	Cr	New	Prerequisite(s)
ACC 101 Principles of Accounting	4		
MAT 111 College Mathematics	3		MAT 110
CMP 101 Introduction to Computers	3		
HUM 110 Speech	3	X	
ENG 113 English 102	3		
Term credit total:	16		



**NOTE:** For a graduate advanced certificate program, the **SUNY Sample Program Schedule for Certificate and Advanced Certificate Programs** must include all curriculum requirements. The program is **not required** to conform with the graduate program expectations from [Part 52.2\(c\)\(8\) through \(10\) of the Regulations of the Commissioner of Education](#).

- a) If the program has fewer than 24 credit hours, or if the program will be offered through a nontraditional schedule (i.e., not on a semester calendar), what is the schedule and how does it impact financial aid eligibility? **NOTE:** Consult with your campus financial aid administrator for information about nontraditional schedules and financial aid eligibility.

The International Health and Human Rights Graduate Certificate requires the completion of 16-18 credit hours. The program will be offered on a traditional semester based schedule with normal time to completion being one year. Students who are enrolled at least half-time (six credit hours) in the program may be eligible for financial aid. This includes students who take class during the traditional academic year (fall and spring semesters) as well as during the summer session.

- b) For each existing course that is part of the proposed undergraduate certificate or the graduate advanced certificate, append, at the end of this form, a catalog description.

- c) For **each new course** in the certificate or advanced certificate program, **append a syllabus** at the end of this document.

All courses are currently in the Graduate Academic Bulletin.

- d) If the program requires external instruction, such as clinical or field experience, agency placement, an internship, fieldwork, or cooperative education, **append** a completed [External Instruction form](#) at the end of this document.

N/A

# SUNY Sample Program Schedule for Certificate and Advanced Certificate Programs

## Program/Track Title and Award: Graduate Certificate in International Health and Human Rights

- b) Indicate **academic calendar type**: [☒] Semester [☐] Quarter [☐] Trimester [☐] Other (describe):  
c) **Label each term in sequence**, consistent with the institution's academic calendar (e.g., Fall 1, Spring 1, Fall 2)  
d) Use the table to show **how a typical student may progress through the program**; copy/expand the table as needed. **Complete all columns that apply to a course.**

Term 1: Fall 1				Term 2: Spring 2			
Course Number & Title	Credits	New (X)	Co/Prerequisites	Course Number & Title	Credits	New (x)	Co/Prerequisites
HPM 645 Global Health	3			Elective 1	3-4		
RPOS 568/RPAD 568 Foundations of Human Rights	4	X		Elective 2	3-4		
HPM 586/RPOS 586 Health and Human Rights: An Interdisciplinary Approach	3	X					
<b>Term credit totals:</b>	10			<b>Term credit totals:</b>	6-8		
Term 3:				Term 4:			
Course Number & Title	Credits	New (X)	Co/Prerequisites	Course Number & Title	Credits	New (X)	Co/Prerequisites
<b>Term credit totals:</b>				<b>Term credit totals:</b>			

<b>Program Totals (in credits):</b>	<b>Total Credits: 16-18</b>
-------------------------------------	-----------------------------

#### Section 4. Faculty

- a) Complete the **SUNY Faculty Table** on the next page to describe current faculty and to-be-hired (TBH) faculty.
- b) **Append** at the end of this document position descriptions or announcements for each to-be-hired faculty member.

**NOTE:** CVs for all faculty should be available upon request. Faculty CVs should include rank and employment status, educational and employment background, professional affiliations and activities, important awards and recognition, publications (noting refereed journal articles), and brief descriptions of research and other externally funded projects. New York State's requirements for faculty qualifications are in [Part 55.2\(b\) of the Regulations of the Commissioner of Education](#).

- c) What is the institution's definition of "full-time" faculty?

A full-time faculty member in the Rockefeller College at the University at Albany, in addition to significant research and service responsibilities, typically carries a teaching load of two graduate courses per term, plus dissertation research supervision of one to four doctoral students.

### SUNY Faculty Table

Provide information on current and prospective faculty members (identifying those at off-campus locations) who will be expected to teach any course in the graduate program. Expand the table as needed. Use a separate Faculty Table for each institution if the program is a multi-institution program.

(a)	(b)	(c)	(d)	(e)	(f)
Faculty Member Name and Title/Rank (Include and identify Program Director with an asterisk.)	% of Time Dedicated to This Program	Program Courses Which May Be Taught (Number and Title)	Highest and Other Applicable Earned Degrees (include College or University)	Discipline(s) of Highest and Other Applicable Earned Degrees	Additional Qualifications: List related certifications, licenses and professional experience in field.
<b>PART 1. Full-Time Faculty</b>					
Alicia Ouellette, Associate Dean for Academic Affairs and Intellectual Life, Albany Law School	.25 when teaching	Human Reproduction: Legal and Moral Issues	J.D.- Albany Law	Law	
Allison Redlich, Associate Professor, School of Criminal Justice, University at Albany	.25 when teaching	CRJ 720 Wrongful Convictions	PhD- UC, Davis	Developmental Psychology	
Barry DeCoster, Assistant Professor, Albany College of Pharmacy	.25 when teaching	ETH515 Health, Disease, and Authority in Medicine	Ph.D –Michigan State University	Philosophy	
Bonnie Steinbock, Professor, University at Albany	.25 when teaching	TBD	PhD – UC, Berkeley	Philosophy	
Carl Bon Tempo, Associate Professor, University at Albany	.25 when teaching	HIS 603 Human Rights, the United States and International History	PhD. UVirginia	20 <sup>th</sup> c. US History	
Carol Whittaker, Assistant Dean for Global Health, School of Public Health, University at Albany	.25 when teaching	HPM 645 Global Health (core class)	PhD – UAlbany	Public Policy History	
Christian Sundquist, Professor of Law, Albany Law School	.25 when teaching	Immigration Law and Policy	J.D. – Georgetown	Law	
David Guinn, Senior Associate, Center for International Development, Rockefeller College, University at Albany	.25 when teaching	RPOS 568/RPAD 568 Foundations of Human Rights (core class)	PhD – McGill University	Moral and Political Philosophy	
David Rousseau, Dean and Associate Professor, Rockefeller College, University at Albany	.25 when teaching	RPOS 568/RPAD 568 Foundations of	PhD- University of Michigan	Political Science	

(a)	(b)	(c)	(d)	(e)	(f)
<b>Faculty Member Name and Title/Rank (Include and identify Program Director with an asterisk.)</b>	<b>% of Time Dedicated to This Program</b>	<b>Program Courses Which May Be Taught (Number and Title)</b>	<b>Highest and Other Applicable Earned Degrees (include College or University)</b>	<b>Discipline(s) of Highest and Other Applicable Earned Degrees</b>	<b>Additional Qualifications: List related certifications, licenses and professional experience in field.</b>
		Human Rights (core class)			
Edmund Russell Altone, Clinical Associate Professor, School of Public Health, University at Albany	.25 when teaching	HPM 642 Health Law	JD- John Marshall	Law	
James Acker, Distinguished Teaching Professor, School of Criminal Justice, University at Albany	.25 when teaching	CRJ 720 Wrongful Convictions (co-taught by Acker and Redlich)	PhD - UAlbany	Criminal Justice	
Janine Jurkowski, Associate Professor, School of Public Health, University at Albany	.25 when teaching	HPM 620 Health Disparities and Vulnerable Populations	PhD – Uillinois at Chicago	Community Health	
Jennifer Burrell, Associate Professor, University at Albany	.25 when teaching	ANT 670 Human Rights, Humanitarianism and Development	PhD - The New School	Anthropology	
Kamiar Alaei, Director, Global Institute for Health and Human Rights, University at Albany	.25 when teaching	HPM 586/RPOS 586 Health and Human Rights (core class)	MD- Isfahan Medical University Dr.Ph- UAlbany	Medicine Health Policy and Management	
Kevin Hickey, Associate Professor, Albany College of Pharmacy	.25 when teaching	ETH 510 Health Care and Human Values	PhD- UAlbany	English	
Malcolm Russell-Einhorn, Director, Center for International Development and Research Professor, Rockefeller College, University at Albany	.25 when teaching	RPOS 568/RPAD 568 Foundations of Human Rights (core class)	JD – Harvard Law School	Law	
Mark Baskin, Research Professor, Rockefeller College, University at Albany	.25 when teaching	RPOS 568/RPAD 568 Foundations of Human Rights (core class)	PhD – University of Michigan	Political Science	

(a)	(b)	(c)	(d)	(e)	(f)
Faculty Member Name and Title/Rank (Include and identify Program Director with an asterisk.)	% of Time Dedicated to This Program	Program Courses Which May Be Taught (Number and Title)	Highest and Other Applicable Earned Degrees (include College or University)	Discipline(s) of Highest and Other Applicable Earned Degrees	Additional Qualifications: List related certifications, licenses and professional experience in field.
Michelle N. Meyer, Assistant Professor and Director of Bioethics Policy, Union Graduate College	.25 when teaching	Bioethics Seminar	J.D. – Harvard	Law	
Peter Halewood, Professor of Law, Albany Law School	.25 when teaching	International Human Rights Law	LL.M – Columbia University	Law	
Ray Bromley, Vice Provost for International Education, University at Albany	.25 when teaching	PLN 529/LCS529/ RPAD563 Planning for Jobs, Housing and Community Services in Third World Countries	PhD- Cambridge University	Social Geography, Regional Development & Latin American Studies	
Ray Chandrasekara, Associate Professor, Albany College of Pharmacy	.25 when teaching	ETH 510 Health Care and Human Values	PhD – UC, Berkeley	South & Southeast Asian Studies	
Rey Koslowski, Associate Professor, Rockefeller College, University at Albany	.25 when teaching	RPOS 568/RPAD 568 Foundations of Human Rights (core class)	PhD – University of Pennsylvania	Political Science	
Sean Philpott, Director of Research Ethics and Assistant Professor, Union Graduate College	.25 when teaching	BIE 492 International Bioethics	PhD – UC, Berkeley	Public Health Microbiology	
Vincent M. Bonventre, Professors of Law, Albany Law School	.25 when teaching	International Law of War and Crime	PhD – UVirginia	Government (Public Law)	
Wendy Parker, Assistant Professor, Albany College of Pharmacy	.25 when teaching	ETH 510 Health Care and Human Values	PhD- Syracuse	Sociology	
<b>Part 2. Part-Time Faculty</b>					
Arash Alaei, Clinical Associate Professor, School of Public Health, University at Albany	.25 when teaching	HPM 586/ RPOS 586 Health and Human Rights (core class)	MD – Isfahan Medical University	Medicine	



(a)	(b)	(c)	(d)	(e)	(f)
Faculty Member Name and Title/Rank (Include and identify Program Director with an asterisk.)	% of Time Dedicated to This Program	Program Courses Which May Be Taught (Number and Title)	Highest and Other Applicable Earned Degrees (include College or University)	Discipline(s) of Highest and Other Applicable Earned Degrees	Additional Qualifications: List related certifications, licenses and professional experience in field.
<b>Part 3. Faculty To-Be-Hired (List as TBH1, TBH2, etc., and provide title/rank and expected hiring date.)</b>					
TBH1, Assistant Professor	.50	many			
TBH2, Assistant Professor	.50	many			

## Section 5. Financial Resources and Instructional Facilities

- a) What is the resource plan for ensuring the success of the proposed program over time? Summarize the instructional facilities and equipment committed to ensure the success of the program. Please explain new and/or reallocated resources over the first five years for operations, including faculty and other personnel, the library, equipment, laboratories, and supplies. Also include resources for capital projects and other expenses.

The Graduate Certificate in International Health and Human Rights does not require any major investments. As discussed above, two of the three core courses are already regularly taught (or will be) in other programs (Global Public Health in the MPH and Foundations in Human Rights in the MIA). Similarly, the two elective courses are currently taught across UAlbany and/or other academic institutions in the Capital Region. Therefore, only the Health and Human Rights course, which will be taught by faculty from the GIHHR, is a new course and would have to be suspended should reenrollments not be achieved.

It should be noted that transportation schedules from both UAlbany and the Capital District Transportation Authority (CDTA) would readily facilitate student access to the onsite courses, making transportation to onsite courses easy. These systems offer frequent, safe and inexpensive access to transportation to and from the GIHHR and all affiliated institutions and are routinely used by students at each of these institutions. Additionally, the GIHHR and each of the affiliated institutions are easily accessible by car and parking can be arranged at each location. Thus, access to onsite courses would not pose an issue to the completion of these courses within the required time period.

- b) Complete the five-year SUNY Program Expenses Table, below, consistent with the resource plan summary. Enter the anticipated academic years in the top row of this table. List all resources that will be engaged specifically as a result of the proposed program (e.g., a new faculty position or additional library resources). If they represent a continuing cost, new resources for a given year should be included in the subsequent year(s), with adjustments for inflation or negotiated compensation. Include explanatory notes as needed.

The GIHHR is scheduled to hire two faculty members to conduct research, teaching, training and advocacy. These faculty members would be required to teach one course per year in the fall/spring terms and during the summer sessions. Each faculty member will be paid \$85,000 per year. Each faculty member will also be granted \$25,000 per year for graduate student support. There are no additional staff costs.

### SUNY Program Expenses Table

(OPTION: You can paste an [Excel version](#) of this schedule AFTER this sentence, and delete the table below.)

Program Expense Categories	Expenses (in dollars)					
	Before Start	Academic Year 1:	Academic Year 2:	Academic Year 3:	Academic Year 4:	Academic Year 5:
(a) <i>Personnel (including faculty and all others)</i>		170,000	170,000	170,000	170,000	170,000
(b) <i>Library</i>	0	0	0	0	0	0
(c) <i>Equipment</i>	0	0	0	0	0	0
(d) <i>Laboratories</i>	0	0	0	0	0	0

(e) <i>Supplies</i>	0	0	0	0	0	0
(f) <i>Capital Expenses</i>	0	0	0	0	0	0
(g) <i>Other (Specify): -graduate student support</i>	0	50,000	50,000	50,000	50,000	50,000
(h) <b>Sum of Rows Above</b>						

#### **Section 6. Library Resources**

*NOTE: This section does not apply to certificate or advanced certificate programs.*

#### **Section 7. External Evaluation**

*NOTE: This section does not apply to certificate or advanced certificate programs.*

#### **Section 8. Institutional Response to External Evaluator Reports**

*NOTE: This section does not apply to certificate or advanced certificate programs.*

#### **Section 9. SUNY Undergraduate Transfer**

*NOTE: This section does not apply to certificate or advanced certificate programs.*

## Section 10. Application for Distance Education

- a) Does the program's design enable students to complete 50% or more of the course requirements through distance education? [☒] No    [☐] Yes. If yes, **append** a completed [SUNY Distance Education Format Proposal](#) at the end of this proposal to apply for the program to be registered for the distance education format.
- b) Does the program's design enable students to complete 100% of the course requirements through distance education? [☒] No    [☐] Yes

## Section MPA-1. Need for Master Plan Amendment and/or Degree Authorization

**NOTE:** This section does not apply to certificate or advanced certificate programs.

### List of Appended Items

**Appended Items:** Materials required in selected items in Sections 1 through 5 and Section 10 of this form should be appended after this page, with continued pagination. In the first column of the chart below, please number the appended items, and append them in number order.

Number	Appended Items	Reference Items
	For multi-institution programs, a letter of approval from partner institution(s)	Section 1, Item (e)
	For programs leading to professional licensure, a side-by-side chart showing how the program's components meet the requirements of specialized accreditation, <a href="#">Commissioner's Regulations for the profession</a> , or other external standards	Section 2.3, Item (e)
	For programs leading to licensure in selected professions for which the SED Office of the Professions (OP) requires a specialized form, if required by OP	Section 2.3, Item (e)
	OPTIONAL: For programs leading directly to employment, letters of support from employers, if available	Section 2, Item 2.3 (h)(2)
1	For all programs, a plan or curriculum map showing the courses in which the program's educational and (if appropriate) career objectives will be taught and assessed	Section 2, Item 7
2	For all programs, a catalog description for each existing course that is part of the proposed program	Section 3, Item (b)
3	For all programs, syllabi for all new courses in the proposed program	Section 3, Item (c)
	For programs requiring external instruction, <a href="#">External Instruction Form</a> and documentation required on that form	Section 3, Item (d)
4	For programs that will depend on new faculty, position descriptions or announcements for faculty to-be-hired	Section 4, Item (b)
	For programs designed to enable students to complete at least 50% of the course requirements at a distance, a <a href="#">Distance Education Format Proposal</a>	Section 10

## Appendix 1

Graduate Certificate in International Health and Human Rights					
Curriculum Map Program Review					
Learning Objective	Course or Level of Assessment	How Assessed	Date of Assessment	Noteworthy Results	Changes / Planned Changes
Understand the principles and institutions of national, regional, and international human rights laws, including their origins, assumptions, contents, limits and potential.	RPOS 568/RPAD 586 Foundations of Human Rights	Classroom exercises, papers, and examinations. For example, a final exam question might ask students summarize the origins of the Genocide Convention.			
Analyze human rights issues within the context of particular countries or international situations and formulate and evaluate human rights-based initiatives and policies.	RPOS 568/RPAD 568 Foundations of Human Rights	Classroom exercises, papers, and examinations. For example, a paper assignment might ask students to analyze the American occupation of Iraq through a human rights lens.			
Understand and evaluate the major issues confronting global health, including their levels and trends, their determinants, and their effect on individuals and populations.	HPM 645 Global Health	Classroom exercises, papers, and examinations. For example, a paper assignment might ask students to evaluate the effectiveness of policies designed to halt the spread of multidrug-resistant tuberculosis in prisons.			
Develop in-depth skills to design, implement, monitor and/or evaluate health programs and health systems, including their inputs, outputs, effectiveness, cost-effectiveness, and financial management.	HPM 645 Global Health	Classroom exercises, papers, and examinations. For example, a classroom case study exercise could evaluate obesity prevention strategies for children in Mexico and the U.S.			
Understand the critical relationship between health and human rights and the rationale for viewing quality health care as a basic human right.	HPM 586/RPOS 586 Health and Human Rights: An Interdisciplinary Approach	Classroom exercises, papers, and examinations. For example, final exam question could ask students to build an argument for minimal health care for prisoners of war or convicts in prison.			
Formulate and evaluate human rights policies within the health issue area.	HPM 586/RPOS 586 Health and Human Rights: An Interdisciplinary Approach	Classroom exercises, papers, and examinations. For example, a student paper could explore causes and consequences of health disparities in socially stratified countries such as India.			

Identify the human rights dimension hidden in everyday health care practice and formulate new procedures in everyday work to enhance the protection of human rights.	HPM 586/RPOS 586 Health and Human Rights: An Interdisciplinary Approach	Classroom exercises, papers, and examinations. For example, a classroom exercise could present data on health disparities and student teams could use theoretical material to posit causes of the disparities.			
Develop culturally-relevant professional leadership and communication skills to work collaboratively to motivate and inspire others to help solve human rights problems in the health issue area	HPM 586/RPOS 586 Health and Human Rights: An Interdisciplinary Approach	Classroom exercises, papers, and examinations. For example, student teams could develop online modules to help Iranian women develop public policy advocacy skills on a project with the Global Institute for Health and Human Rights.			



## **Appendix 2**

### **Course Descriptions**

The three core courses will be:

#### **HPM 645 Global Health**

This course explores international public health issues and various health care systems are identified; measures of health outcomes in populations are evaluated. Specific issues to be explored include infectious disease; reproductive health; nutrition; chronic disease; mental health; unintentional injuries and violence; and health and the economy. International health programs and projects as well as the globalization and practice of international health will also be discussed. Each student will select a national public health system for an in-depth study which will identify major population-based health issues and make recommendations for improved outcomes.

#### **RPOS 568/RPAD 568 Foundations of Human Rights**

This course examines the legal, political, and social dimensions of the modern human rights movement and its implications for international affairs. It provides both an introduction to basic human rights philosophy, principles, instruments, and institutions, and an overview of several current issues and debates in the field. The course also seeks to analyze the ways in which allegations of human rights violations are dealt with and to expose some of the limitations in the architecture of the international system. Case studies will be used to illustrate contemporary debates regarding hierarchy among rights, conflicts between individual rights and societal priorities, human rights in single-party states, rights and transitions to democracy, amnesty for human rights violations, and the linkage between human rights and other national interests. Each student analyzes the ways in which allegations of human rights abuses are addressed in the international system using legal, political or social perspectives.

#### **HPM 586/RPOS 586 Health and Human Rights: an Interdisciplinary Approach**

This course takes an interdisciplinary approach to health and human rights and the contemporary challenges and solutions associated with them. The course will be taught by physicians and human rights champions Kamiar Alaei and Arash Alaei, with guest lectures from experts in public health, philosophy, social welfare, law, gender studies, public administration and the United Nations, among others. Through lectures, discussion and case studies, students will develop a broad theoretical understanding of health as a human right, become familiar with legal and policy frameworks to support public health, and acquire skills in the application of these concepts and the implementation and evaluation of solutions to our modern health challenges. Each student applies an understanding of health as a human right to the implementation of public health policies and to the evaluation of solutions to modern health challenges.

Elective courses will include:

#### **Albany Law School**

##### **International Human Rights Law**

This seminar examines the origin, scope, and protection of international human rights both internationally and in domestic litigation. Students write a research paper on a topic of their choice. The paper is eligible to satisfy the upper year writing requirement, and the course satisfies the International Law requirement.

##### **International Law of War and Crime**

An understanding of the fundamental principles and doctrines of international law that govern the use of force and the responsibility for war crimes and crimes against humanity. Among the

topics covered are the limitations on the use of force and the resort to force, both nation-state and collective action, the treatment of combatants and civilians, and the recognition and prosecution of international criminal law including war crimes and crimes against humanity, as well as international cooperation, institutions and criminal liability.

### **International Childs Rights**

This course will focus on interpretation and implementation of the UN Convention on the Rights of the Child (CRC). The CRC addresses a wide variety of themes including discrimination, armed conflicts, prison, family life and education, to list just a few examples. This course will approach the CRC as it is understood by lawyers, by activists, and by academics from all around the world. Participants will learn how to research and write in the area of international human rights, with a focus on child rights. The course is open to all without a related background as requirement. Grading will be evaluated on the basis of papers and class participation and there will be no final examination.

### **Immigration Law and Policy**

Immigration Law and Policy provides an introduction to immigration and naturalization policies in the United States. The course also considers constitutional, statutory, and regulatory authorities confronting individuals and society. Also students learn to navigate the complex regulatory framework to resolve basic immigration problems.

### **Human Reproduction: Legal and Moral Issues**

This course discusses the moral and legal issues concerning both ordinary and assisted reproduction. It also covers constitutional and common law doctrine on reproductive liberty, government regulation, and medical control over procreative choice, the reproductive autonomy of minors, the effects of advances in cell biology on reproductive issues, and the rights and responsibilities of gamete contributors.

### **Bioethics Seminar**

This seminar explores bioethics issues such as clinical decision making, informed consent, organ donation and transplantation, physician assisted suicide, ethics in managed care, death and dying, and medical research.

### **Albany College of Pharmacy**

#### **ETH 510 Health Care and Human Values**

This capstone experience involves readings from literature and current publications that deal with ethical issues in health care and medical research. This course exposes the students to theories of ethical decision making and to works that treat such topics as the responsibilities of the scientist, the use of drugs in our society, cultural communication gaps in health care, health care in the developing world, and euthanasia; it provides the students with the opportunity to explore the ethical dimensions of these topics in written and discussion form.

#### **SOC 420/520 HSP Health and Social Policy**

This course examines US based health and social policy. We will explore how values are translated into law and public policy and how social change affects public policy. We will address contemporary issues in health and social policy as well as review the basic principles of how policy is made in the US and understand how policy evolved to where it is today in America. This course aims to help you develop critical thinking skills.

Some of the questions that this course will address include:

- What is public/social policy? How does policy happen in the US?
- What is the key development of social and specifically health policy in the US?

- What are the contemporary issues, problems and controversies in American health care and policy?
- What are and how do the social, economic, and political factors influence health and social policy in the US?
- What is the connection between US based health policy and the global world? This course will count towards a joint program between colleges of Pharmacy and MBA program in Union Graduate College

### **ETH 515 Health, Disease and Authority in Medicine**

ETH515 will focus specifically on the themes of health, illness and disease, medical technology & knowledge, and the role of power and authority in medicine. What is it like to make moral, informed, and well-considered medical decisions in light of modern (and future) medical knowledge? In this course, we will begin with a brief historical analysis of how the roles of patients and of clinicians have changed, reflecting the success of bioethical approaches from philosophy, religion, and other disciplines. We will ask, what it means to be a “good” patient and a “good” clinician. ETH 515 also strengthens, through rigorous practice, academic and professional reading, writing, and speaking skills. Contemporary patients and clinicians face the necessary but daunting task of trying to make use of both medical technologies and medical knowledge, which are growing rapidly and becoming ever more complex. In the second half of the course, our focus will shift to how health, disease, and illness are constructed, as well as underlying power dynamics in medical knowledge and decision-making.

### **Union Graduate College – Bioethics**

#### **BIE 525 Public Health Ethics**

In this course, students learn about ethics and public health, and the ways in which these two fields interconnect. The course focuses on ethical theory and the discipline and history of public health, using case studies to illustrate the application of ethical theory to public health practice. Topics to be examined include risk and fairness in public health, control and spread of communicable diseases like HIV and tuberculosis, environmental health, and programs to address public health problems like smoking and obesity.

#### **BIE 545 Reproductive Ethics**

An investigation of the ethical and legal problems associated with new reproductive technologies and genetics.

#### **BIE 492 International Bioethics**

This course provides students with the historical and theoretical foundations of bioethics. Topics will include: the history and development of key international institutions, pivotal policies, and theoretical frameworks informing international bioethics and research ethics, case studies of specific areas in international bioethics. By the end of this course, students should be able to: 1) describe the history and development of key international institutions; and 2) explain and employ the basic concepts, policies and theoretical frameworks of international bioethics to case studies. This course is offered online as well.

### **University at Albany**

#### **HPM 642 Health Law**

This course examines the legal setting of public health and the role of courts and legal reasoning in public health policy, as well as a wide range of current legal issues, from HIV and tuberculosis prevention to malpractice and provider liability.

#### **HPM 620 Health Disparities and Vulnerable Populations**

The goal of this course is to understand what contributes to health disparities in the United States. The course will discuss underlying assumptions of group definitions, why particular groups may experience disparities and individual versus ecological approaches to health in our current health system. This course will also cover theoretical frameworks for understanding and addressing health disparities in health promotion. The course is geared for students to critically think about and discuss health disparities and use the knowledge gained through the class in their work as public health professionals and researchers. Readings will be multidisciplinary; from the fields of public health, psychology, political science, disability studies, and gender studies.

**PLN 529/RPAD 563/LCS 529 Planning for Jobs, Housing and Community Services in Third World Cities**

Reviews the potential for community development and the improvement of physical, social and economic conditions in the poor urban neighborhoods of countries characterized by mass poverty. Focuses on shanty-town upgrading, sites and services, job-creation programs, and micro-enterprise promotion. Discusses the roles of local and national governments, community participation, business, non-profits, and international aid.

**AAS/AFS 529/ LCS 530/WSS 530 Environmental Justice: Racism, Classism and Sexism**

In Environmental Justice: Racism, Classism, and Sexism we will explore how, racism, classism and sexism effect current environmental "events", including environmental policy-making, public health outcomes, and the rhetoric and politics of environmentalism. Surveying the development of environmental awareness among the public, philosophies behind such awareness and resulting shifts in policy, we will focus on the growth of the environmental justice movement, and will consider how various groups have addressed environmental degradation and justice. Also, under consideration will be a set of related issues: how globalization has effected these events, the feminist critique of science and its impact, relationships between grass-roots activism (for example, native American activists and other Environmental Justice group) and between these groups and more scholarly approaches and contributions by artists, labor-rights groups, religious leaders, animal rights activists, and deep ecologists. Prerequisite: Students, at whatever level, are welcome. The requirements will differ for graduate and undergraduate students. For example, graduate students will be reading more theoretical articles, and will be responsible for explaining these to the undergraduate students. In addition, graduate students will be required to submit a final research paper that is much longer (12-20 pages) than that required for undergraduate students.

**ANT 518 Culture, Environment and Health**

Anthropological study of health and disease patterns in human populations with emphasis on man-made influences on the health of contemporary Western societies. The assessment of health status through epidemiological and anthropological methods is explored. Prerequisite: Consent of instructor.

**ANT 670 Seminar in Ethnology**

Selected topics in ethnology. Past topics have included the history of anthropological theory, cross-cultural comparison, and applications of anthropological research to problems of the modern world. May be repeated for credit. Prerequisite: Consent of instructor.

Note: The previously offered selected topic course, **Human Rights, Humanitarianism and Development**, will count as an elective for this program. This course is designed to provide an overview of human rights and anthropology from theoretical and historical points of view and from the vantage point of engagement and practice. Using a critical approach, we will move away from the notion of a set category or monolithic legal structure toward an understanding of a flexible and elastic set of conceptual frameworks used to accomplish transitions, make claims

and gain access to resources, in village meetings as well as international halls of power. In doing so, we will consider the increasing transnationalization of rights discourse and the growing terrain in which claims, legal and otherwise, are made through it. A series of international and national case studies will be examined.

### **HIS 603 Readings in United States History**

Examination of problems, periods, issues, and movements in United States history from the American Revolution to the present.

Note: The previously offered selected topic course, **Human Rights, the United States, and International History**, will count as an elective for this program. This course explores the place of human rights ideals and principles in twentieth-century American history. It will be divided into three parts. In part one, we will read widely on the history of human rights in a global context. In part two, we will examine how human rights concerns influenced U.S. foreign policy in the last half of the twentieth century. In part three, we will look at human rights in relation to domestic politics and culture in the modern United States. In covering these areas, students will learn about important aspects of modern American history, including the Civil Rights movement, the New Deal, the Cold War, and the modern labor movement. Such topics will lead us to one other central concern: the ways in which United States history can profitably be placed in an international context.

### **CRJ 720 Seminars on Specific Problems in Law and Social Control-**

Seminar series probing specific subtopics relating to law and social control. Topics include mental illness and the law, individual rights and public welfare, comparative criminal law and procedure, sanction law and public order, authority and power, and indirect social control in criminal justice.

Note: The previously offered selected topic course, **Wrongful Convictions**, will count as an elective for this program. This course is designed to offer an overview of wrongful convictions. We expect to examine the prevalence of wrongful convictions, how wrongful arrests and convictions occur (contributing factors), how the criminal justice system responds (through court decisions, legislation, and administrative initiatives), and how legal decisions affect the direction of scientific research and vice versa. This is an interdisciplinary course for students who are interested in criminal justice, psychology, and legal issues. Upon completion of the course, we anticipate that students will have acquired an understanding of relevant case law and research on wrongful convictions, and to have acquired specific knowledge about eyewitness accuracy, expert witness issues, false confessions, snitches, the roles of the police, prosecutors, defense counsel, and courts in helping cause, prevent, and correct wrongful convictions, forensic evidence issues, and the consequences of wrongful convictions, among other issues.

### Appendix 3

#### Graduate Certificate Program in International Health and Human Rights

##### Syllabi of new courses:

- HPM 586/RPOS 586 – Health and Human Rights: An Interdisciplinary Approach
- RPOS 568/RPAD 568 – Foundations of Human Rights

**Course Title:** Health and Human Rights: an Interdisciplinary Approach

**Course #:** HHPM 586/ RPOS 586

**Term:** Fall, 2014

**Day/Time:** TBA

**Location:** TBA

**Professor:** Arash Alaei, MD; Kamiar Alaei, MS, MD, MPH

**Assistant:** Elizabeth Gray; eqgray@gmail.com

**Contact:** kalaei@albany.edu, aalaei@albany.edu; (518) 442-2736, (518) 442-2735

**Office Hours:** TBA

**Course Description:** This course takes an interdisciplinary approach to health and human rights and the contemporary challenges and solutions associated with them. The course will be taught by physicians and human rights champions, with guest lectures from experts in public health, philosophy, social welfare, law, gender studies, and public administration, among others. Through lectures, discussion, and case studies, students will develop a broad theoretical understanding of health as a human right, become familiar with legal and policy frameworks to support public health, and acquire skills in the application of these concepts and the implementation and evaluation of solutions to our modern health challenges.

**Course Structure and Requirements:** Students will be assigned readings in preparation for weekly lectures and will be expected to submit a short response to the readings. Each week there will be a one-hour lecture followed by a facilitated discussion. Students will then be assigned a relevant case study, where they will work in small groups to analyze the challenges of the case and develop applicable solutions. Students will present their findings to the class at the end of each meeting. There will also be two major evaluations, a midterm exam and a grant proposal, designed to assess understanding and application of course material. Near the start of the semester students will choose the topic of their grant proposal, and students will prepare this proposal throughout the semester through periodic planning assignments related to the skills presented in each class meeting.

### **Course Objectives:**

Upon completion of this course, students should:

- Define and recognize the theoretical, moral, sociological, practical, and legal considerations that relate to promotion of public health as a human right;
- have the skills to critically analyze public health challenges, and develop concrete, implementable, adaptable, evaluable solutions;
- identify and describe how human rights law can be an important tool in addressing current global health challenges in specific contexts;
- assess the right to health through other human rights, as framed by international treaties and covenants, in particular in the context of places of deprivation of liberty;

- be familiar with contemporary domestic and international public health concerns;
- appreciate and contribute to the importance of an interdisciplinary approach to public health;
- have the skills to develop an effective health intervention and construct a persuasive grant proposal.

It will also prepare students with the following ASPH Competencies:

#### Health Policy and Management:

D. 2. Describe the legal and ethical bases for public health and health services. D. 3.

Explain methods of ensuring community health safety and preparedness. D. 4. Discuss the policy process for improving the health status of populations.

D. 5. Apply the principles of program planning, development, budgeting, management and evaluation in organizational and community initiatives.

D. 10. Demonstrate leadership skills for building partnerships

#### Social and Behavioral Sciences:

E. 2. Identify the causes of social and behavioral factors that affect health of individuals and populations.

E. 3. Identify individual, organizational and community concerns, assets, resources and deficits for social and behavioral science interventions.

E. 4. Identify critical stakeholders for the planning, implementation and evaluation of public health programs, policies and interventions.

E. 5. Describe steps and procedures for the planning, implementation and evaluation of public health programs, policies and interventions.

E. 9. Apply ethical principles to public health program planning, implementation and evaluation.

#### Diversity and Culture:

G. 5. Use the basic concepts and skills involved in culturally appropriate community engagement and empowerment with diverse communities.

G. 6. Apply the principles of community-based participatory research to improve health in diverse populations.

G. 7. Differentiate among availability, acceptability, and accessibility of health care across diverse populations.



G. 8. Differentiate between linguistic competence, cultural competency, and health literacy in public health practice.

G. 9. Cite examples of situations where consideration of culture-specific needs resulted in a more effective modification or adaptation of a health intervention.

G. 10. Develop public health programs and strategies responsive to the diverse cultural values and traditions of the communities being served.

#### Leadership:

H. 4. Engage in dialogue and learning from others to advance public health goals. H. 5.

Demonstrate team building, negotiation, and conflict management skills.

H. 8. Apply social justice and human rights principles when addressing community needs.

H. 9. Develop strategies to motivate others for collaborative problem solving, decision- making, and evaluation.

#### Program Planning:

K. 2. Describe the tasks necessary to assure that program implementation occurs as intended.

K. 4. Explain the contribution of logic models in program development, implementation, and evaluation.

K. 5. Differentiate among goals, measurable objectives, related activities, and expected outcomes for a public health program.

K. 6. Differentiate the purposes of formative, process, and outcome evaluation.

K. 7. Differentiate between qualitative and quantitative evaluation methods in relation to their strengths, limitations, and appropriate uses, and emphases on reliability and validity.

#### **Grading:**

This course is A-E graded and the grades are determined based on the following criteria:

Reading response essays: 30%

Planning assignments: 25%

Attendance/Participation: 10%

Midterm: 15%

Grant proposal: 20%

**Reading Response Essays:** In preparation for each lecture students will be expected to complete readings assigned by the lecturer found in the reading list below and to write a short (250-500 word) response summarizing and reflecting upon the readings. All readings will be posted on Blackboard, and any changes or additions to the readings will be posted at least one full week before the response essay is due. Papers that are submitted through Blackboard at 5pm the evening before the class meeting will be graded as satisfactory or unsatisfactory. Papers turned in after 5 pm but before class are accepted and will receive feedback, but will automatically receive a grade of unsatisfactory. Satisfactory essays receive full credit, and one unsatisfactory grade may be dropped. There will be 11 of these assignments total, worth 3 points each. One essay can be dropped, or students can earn 3 points extra credit if they successfully complete and receive a grade of satisfactory on every assignment during the semester. Please note that response essays should be typed directly or copied and pasted into the submission box, not attached as a file.

**Case Studies:** Each week students will receive a case study and a set of associated questions. Students will work together as a group to answer these questions, which will involve an assessment of the public health challenge and potential solutions. Active participation in these in-class case study group assignments will be factored into the participation grade.

**Participation:** Active reflection, sharing and defending of ideas, and intellectual collaboration are essential to the progress and development of health and human rights. As such, students are expected to engage with lecturers and fellow students, participate in discussion, work cooperatively in-group work, and orally present and defend their findings. This will be assessed by readiness and productivity, measured by in-class tasks, including the case studies.

**Midterm:** The midterm will be in-class, open-book exam focused on the application of relevant material. Students will be expected to be familiar with general theories, concrete concepts from lectures and be able to meaningfully apply these concepts in a practical context.

**Planning Assignments:** The skills developed in the case studies will be applied to the students' chosen public health intervention and they will be asked to do planning assignments throughout the semester based on those skills acquired toward their grant proposal. There will be five (5) of these assignments throughout the semester worth 5 points each, graded 0-5. Students will receive comments and will have the opportunity to revise these sections for their final submission of the grant proposal. Graduate students will be assigned additional readings or trainings to prepare for these planning assignments to give them the technical knowledge that they will need to complete their grant proposal (i.e. USAID's Training e-modules on How to Work with USAID).

**Grant proposal:** For the final assessment, students will be asked to work individually to write a grant proposal applying the concepts learned throughout the semester. Given that concise and persuasive writing is an essential skill used in writing grant proposals, and that most grant guidelines indicate a strict page limit, the proposal may not exceed fifteen pages. While there is no page limit minimum, if a proposal were significantly shorter than fifteen pages it would be unlikely that sufficient information and discussion had been included. The grant proposal will be on a topic of the students' choice (some suggestions will be provided), and will follow standard grant proposal guidelines. Undergraduate students will work on a general grant proposal with guidelines that will be provided by the professors. Graduate students will be given a choice among 3-5 actual grant proposals (from calls for proposals by USAID, NIH, etc.) with specific guidelines from the granting organization. They will be expected to research the granting

organizations and the types of initiatives that are being funded, and determine an appropriate funder for their proposed intervention. Then they will frame their proposal according to the criteria of the actual proposal guidelines. They will be graded on the content of their proposed intervention, and also on their ability to meet the expectations and priorities of the chosen funder in the presentation of their proposed intervention.

The Grant Proposal will be submitted through Blackboard on (TO BE DETERMINED). Please note that the Grant Proposal is to be submitted in full, in one single document, as an attachment through Blackboard.

**Attendance Policy:** Since this course is based heavily on discussion, in-class group work, and application of concepts to concrete case studies, good attendance is essential. We understand that things may come up that prevent students from attending class and so one absence is allowed, with prior notice, for any reason. Students are still expected to complete reading and response essay on time, and to review and respond to case study questions before the following class meeting so as not to fall behind. If more than one class is missed, or if the absence is not pre-arranged, student will lose 5 points from the participation grade for each absence, up to two times. If there are any additional absences the student will fail the course. For documented illness (i.e. with doctor's note) students may miss class with no penalty, but are expected to catch up on missed work within a reasonable time frame.

**Disability Policy:** Reasonable accommodations will be provided for students with documented physical, sensory, systemic, cognitive, learning and psychiatric disabilities. If you believe you have a disability requiring accommodation in this class, please notify the Director of the Disability Resource Center (Campus Center 137, 442-5490). That office will provide the course instructor with verification of your disability, and will recommend appropriate accommodations.

**Academic Dishonesty Policy:** Students are expected to comply with the University at Albany's Community Rights and Responsibilities. An incident of unethical conduct (e.g. cheating, plagiarism) or classroom disruption will result in a Fail and referral to the appropriate Departmental and University Committees. More information on academic integrity is available at the following website: [http://www.albany.edu/reading/academic\\_integrity.php](http://www.albany.edu/reading/academic_integrity.php). Students will be asked to sign a statement of honor, promising to act with academic integrity.

## **Units:**

### **Unit 1: Basis for Health as a Human Right**

#### **Introduction: Health as a Human Right**

*Institute for Health and Human Rights* - Kamiar Alaei

#### **Philosophical Foundations of Human Right to Health**

*Department of Philosophy* - Kristen Hessler

#### **Health as a Question of Social Justice**

*School of Social Welfare* - Robert Miller

## **Unit 2: Society, Policy, and Responsibility**

### **Introduction: Design, Implementation and Adaptation of Health Intervention Programs**

*Institute for Health and Human Rights - Kamiar Alaei*

### **Allocating Scarce Resources: Making Difficult Decisions about Distributing Funds for HIV/AIDS Programs**

*Department of Public Administration and Policy – Erika Martin*

### **Political Science Approach to Protection of Right to Health**

*Department of Political Science - Victor Asal*

## **Unit 3: Social Considerations for Fair Fulfillment of Human Rights**

### **Introduction: Advocacy and Respect for Disadvantaged, Marginalized and Stigmatized Persons**

*Institute for Health and Human Rights - Kamiar Alaei*

### **Social and Cultural Determinants of Health**

*School of Public Health – Carol Whittaker*

### **Gender, Sexuality, and Public Health**

*Department of Women's Studies - Vivien Ng*

### **Prisoners and Psychological Health**

*School of Criminal Justice - Allison Redlich*

## **Unit 4: International Frameworks for the Promotion and Protection of Health as a Human Right**

### **Introduction: International Framework for the Evaluation of Health Conditions in Places of Deprivation of Liberty**

*Institute for Health and Human Rights - Kamiar/Arash Alaei*

### **Legal Defense of Human Rights**

*Albany Law School - Alicia Ouellette*

### **Reading Schedule** (*All readings will be available on Blackboard*):

#### **Week 1**

##### **Introduction: Health as a Human Right** - Kamiar/Arash Alaei

Alaei A; Alaei K. Health Diplomacy, a case study: An AIDS Prevention and Treatment Initiative in the Middle East. *Global Health and Diplomacy*. Sept. 2012 p 40-43.

Factsheet

**For Case Study:**

Best Practice in HIV/AIDS Prevention and Care for Injecting Drug Abusers: **the Triangular Clinic in Kermanshah, Islamic Republic of Iran**, World Health Organization

Zamani, Saman, et al. "Patterns of drug use and HIV-related risk behaviors among incarcerated people in a prison in Iran." *Journal of Urban Health* 87.4 (2010): 603-616.

**Week 2**

**Philosophical Foundations - Kristen Hessler**

Thomas Pogge, *World Poverty and Human Rights*, 2nd edition (Polity Press: 2008): Ch. 2 ("How Should Human Rights Be Conceived?"), pp. 58-76 [18 pp.].

Onora O'Neill, "Public Health or Clinical Ethics: Thinking Beyond Borders," *Ethics and International Affairs* 16, no 2 (2002), pp. 35-45 [10 pp.]. (PDF attached.)

**Week 3**

**Health as a Question of Social Justice - Robert Miller**

Harper, Gary W., et al. "The role of multiple identities in adherence to medical appointments among gay/bisexual male adolescents living with HIV." *AIDS and Behavior* 17.1 (2013): 213-223.

Miller, Robert L. "Legacy denied: African American gay men, AIDS, and the black church." *Social Work* 52.1 (2007): 51-61.

**Week 4**

**Introduction: Implementation - Kamiar/Arash Alaei**

Corbie-Smith, Giselle, et al. "Intervention mapping as a participatory approach to developing an HIV prevention intervention in rural African American Communities." *AIDS education and prevention: official publication of the International Society for AIDS Education* 22.3 (2010): 184.

Fernández, Maria E., et al. "Using intervention mapping to develop a breast and cervical cancer screening program for Hispanic farmworkers: Cultivando La Salud." *Health Promotion Practice* 6.4 (2005): 394-404.

**Week 5**

**Allocating Scarce Resources - Erika Martin**

Cohen J. 2008. The Great Funding Surge. *Science* 321: 512-519.

Martin, E.G., H.A. Pollack, and A.D. Paltiel. 2006. Fact, Fiction, and Fairness: Resource Allocation under the Ryan White CARE Act. *Health Affairs* 25(4): 1103-1112.

Bautista-Arredondo, S., P. Gadsden, J.E. Harris, and S.M. Bertozzi. 2008. Optimizing resource allocation for HIV/AIDS prevention programmes: an analytical framework. *AIDS* 22(S1): S67-S74.

## **Week 6**

### **Political Science Approach - Victor Asal**

Asal, Victor, Mitchell Brown, and Renee Gibson Figueroa. 2008 "Structure and Empowerment and the Liberalization of Cross-National Abortion Rights." *Politics and Gender*. 4 (2):265-84.

Asal, Victor, Udi Sommer, and Paul G. Harwood. Forthcoming. "Original Sin: A Cross National Study of the Legality of Homosexual Acts." *Comparative Political Studies*.

Landman, T. 2005. The political science of human rights. *British Journal of Political Science* 35 (3): 549-572.

Quality of Government QoG Cross-Section Data codebook and please download the dataset to your computer and at there should be at least one laptop for each two people. You can find the data and codebook here:  
<http://www.qog.pol.gu.se/data/qogstandarddataset/>

## **Week 7**

### **Midterm Exam**

## **Week 8**

### **Introduction: Advocacy for disadvantaged persons - Kamiar/Arash Alaei**

#### **Required reading:**

Peate, Ian. "Prisoner health: HIV infection and other blood-borne viral infections." *British Journal of Nursing* v20 10 (2011): 605-610.

#### **Optional reading:**

Moeller, Lars, et al., eds. *Health in Prisons: A WHO guide to the essentials in prison health*. WHO Regional Office Europe, 2007.

#### **For Case Study:**

Zamani, Saman, et al. "Patterns of drug use and HIV-related risk behaviors among incarcerated people in a prison in Iran." *Journal of Urban Health* 87.4 (2010): 603-616.

## **Week 9**

## **Social and Cultural Determinants of Health – Carol Whittaker**

Scrimshaw, Susan C. "Culture, Behavior, and Health" (*International Public Health: Diseases, Programs, Systems, and Policies.*) Second Edition, Edited by M. H. Merson, R. E. Black, and A. J. Mills. Jones and Bartlett Publishers, Sudbury, MA, 2006.

### **Week 10**

#### **Gender, Sexuality, and Public Health - Vivien Ng**

Bhatia, Rajani (2010). Constructing Gender from the Inside Out: Sex-Selection Practices in the United States. *Feminist Studies*, 36, 260-291.

Factor, Rhonda J. and Esther D. Rothblum (2007). A Study of Transgender Adults and Their Non-Transgender Siblings on Demographic Characteristics, Social Support, and Experiences of Violence. *Journal of LGBT Health Research*, 3(3), 11-30

Brison, Susan J. (2008). Everyday Atrocities and Ordinary Miracles, or Why I (Still) Bear Witness to Sexual Violence (But Not Too Often). *WSQ: Women's Studies Quarterly*, 36, 188-198

Roure, Jodie G. (2011) Gender Justice in Puerto Rico: Domestic Violence, Legal Reform, and the Use of International Human Rights Principles. *Human Rights Quarterly*, 33, 790-825

### **Week 11**

#### **Prisoners and Psychological Health - Allison Redlich**

Anno, B. J. (2001). *Correctional Health Care: Guidelines for the Management of an Adequate Delivery System*. Washington, DC: U.S. Department of Justice, National Institute of Corrections. \*\*Read only Chapter 2 (pp. 9-40) and pp. 172-178

Fazel, S., & Danesh, J. (2002). Serious mental disorder in 23000 prisoners: A systematic review. *The Lancet*, 359, 545-550.

Haney, C. (2006). The wages of prison overcrowding: Harmful psychological consequences and dysfunctional correctional reactions. *Journal of Law and Policy*, 22, 265-293.

### **Week 12**

#### **Introduction: International Framework for the Evaluation of Health Conditions in Places of Deprivation of Liberty - Kamiar/Arash Alaei**

#### **Required reading:**

Skipper, C., et al. "Evaluation of a prison outreach clinic for the diagnosis and prevention of hepatitis C: implications for the national strategy." *Gut* 52.10 (2003): 1500-1504.

Logic Model

**Optional reading:**

Asher, Judith Paula, and Paul Hunt. *The right to health: a resource manual for NGOs*. Martinus Nijhoff Publishers, 2010.

***For Case Study:***

Zamani, Saman, et al. "Patterns of drug use and HIV-related risk behaviors among incarcerated people in a prison in Iran." *Journal of Urban Health* 87.4 (2010): 603-616.

**Week 13****Legal Defense of Human Rights - Alicia Ouellette**

Hendricks, Aart. "UN Convention on the Rights of Persons with Disabilities." *Eur. J. Health L.* 14 (2007): 273.



This course examines the legal, political, and social dimensions of the modern human rights movement and its implications for international affairs. It provides both an introduction to basic human rights philosophy, principles, instruments, and institutions, and an overview of several current issues and debates in the field. The course also seeks to analyze ways in which allegations of human rights violations are dealt with and to expose some of the limitations in the architecture of the international system. Case studies will be used to illustrate contemporary debates regarding hierarchy among rights, conflicts between individual rights and societal priorities, human rights in single-party states, rights and transitions to democracy, amnesty for human rights violations, and the linkage between human rights and other national interests.

### **Course Outline**

#### **Part 1. Foundations of Human Rights:**

1. **History and Normative Foundations of Human Rights:** the Emergence of International Human Rights Law; National, Regional and Universal Human Rights Standards and Conventions.
2. **Politics of Human Rights:** addressing universal values and cultural relativism in human rights.
3. **Institutions and Human Rights:** local, national, regional and universal; public, non-profit and private.
4. **Group Rights:** Self-Determination, Individual Rights and collective rights; genocide, racial discrimination, discrimination against women.

#### **Part 2: Human Rights and Public Policy Issues across regions with cases**

5. **Human Rights and Vulnerable Groups,** including Human Trafficking, Child Labor.
6. **Human Rights and Gender:** origin and evolution of women's rights; feminist critique of the human rights agenda, gender equality in Human Rights Conventions; gender mainstreaming.
7. **Human rights and Armed Conflict:** genocide, war crimes, responsibility to protect and humanitarian intervention, non refoulement, rights of refugees and internally displaced persons.
8. **Human Rights and Social and Cultural Rights,** including religion.

9. **Human Rights and Terrorism**, including state of emergency, torture, safeguards against arbitrary use of repression and rule of law, rights of accused and rights of victims; terrorism and international refugee law, international humanitarian law, international criminal law; counter-terrorism and state obligations.

10. **Human Rights and Public Health**, including review of epidemiological impact of violations of human rights: response to SARS in China, HIV/AIDs, STIs in trafficking and sex work; efforts at HIV prevention and mitigation.

### **Part 3: Strengthening Human Rights: Advocacy, Compliance and Implementation**

11. **Governments, IGOs, Human rights and Development** – Second generation (collective rights, social and economic rights) and Third Generation (‘solidarity’ rights, inter-generational equity and sustainability, participation in cultural heritage, environmental protection) Human Rights.

12. **Civil Society, Non-Governmental Organizations and Human Rights Advocacy:** monitoring and reporting; advocacy;

13. **Compliance and Enforcement of Human Rights:** national, regional and international compliance regimes; International Criminal Court; War Crimes Courts; Truth Commissions; Holding violators accountable

## **Appendix 4**

### **Faculty Search Rockefeller College of Public Affairs & Policy University at Albany - SUNY**

Rockefeller College of Public Affairs & Policy seeks to hire at the Assistant Professor rank a scholar of health and human rights. The successful candidate will hold a doctoral degree in public policy, political science, sociology, public health, health services research, or an allied field by August 2014. Specialization in the areas of health policy, human rights and global health is preferred. Preference will be given to scholars who use mixed methods. The new faculty member is expected to develop a nationally visible research program supported by a diversified portfolio of external funding sources. We prefer candidates that can contribute to our existing undergraduate, MPA, and doctoral programs and our new Masters of International Affairs (MIA) program.

Rockefeller College is home to a diverse group of scholars interested in teaching and research on issues of importance in the public and nonprofit sectors. It is a unit of the University at Albany, State University of New York. Established in 1844 and designated a University Center of the State University of New York in 1962, the University at Albany's broad mission of excellence in undergraduate and graduate education, research and public service engages 18,000 diverse students in ten schools and colleges across three campuses. Located in Albany, New York, New York State's capital, the University is convenient to Boston, New York City and the Adirondacks.

Candidates should have demonstrated the ability to work with and instruct culturally diverse groups of people. A doctoral degree must be from a college or university accredited by the US Department of Education or an internationally recognized accrediting organization. Applicants should provide a cover letter, curriculum vitae, a writing sample, teaching evaluations, and three letters of recommendations.



## ALBANY LAW SCHOOL

80 NEW SCOTLAND AVENUE, ALBANY, NEW YORK 12208-3494  
TEL: 518-445-2321 FAX: 518-472-5865 WWW.ALBANYLAW.EDU

*Penelope Andrews*  
*President & Dean*  
pandr@albanylaw.edu

September 20, 2013

Dr. Kamiar Alaei  
Director, Global Institute for Health and Human Rights  
University at Albany  
Science Library, G-40  
1400 Washington Avenue  
Albany, New York 12222

Dear Dr. Alaei:

On behalf of Albany Law School it is my pleasure to accept your invitation to participate in the proposed Certificate in Health and Human Rights which will include, as elective courses, a number of courses taught regularly at the Law School. This participation is in line with Albany Law School's long-standing commitment to educating students in social justice, human rights, and health law. In our increasingly interconnected world, I believe profoundly that all students must have the opportunity to develop familiarity with and knowledge of global human rights issues. As a human rights scholar, I am especially excited to be part of a program that will expand our work in these essential fields of law and policy.

Albany Law School has a long tradition of excellence in human rights and health law scholarship, teaching and advocacy. We regularly offer an array of courses, including International Human Rights Law, International Criminal Law, International Child Rights, Immigration Law and Policy, Human Reproduction : Legal and Moral Issues, and a Bioethics Seminar. All these courses would be appropriate and relevant for students enrolled in the Certificate in Health and Human Rights, and we are very excited to welcome Certificate students into these courses. We will also encourage Albany Law students to enroll in the Health and Human Rights Certificate Program.

I am excited at the opportunity to work directly with Certificate students and with Institute faculty on human rights research and programming. I have attached a copy of my curriculum vitae to this letter.

I wish you the best of luck with this important project and I look forward to future collaborations.

Sincerely,

Penelope (Penny) Andrews



# UNIVERSITY AT ALBANY

State University of New York

**International Education**  
Science Library G 40  
1400 Washington Avenue  
Albany, New York 12222 USA  
FX: 518-591-8171  
EMAIL: [international@albany.edu](mailto:international@albany.edu)  
[www.albany.edu/international](http://www.albany.edu/international)

[rbromley@albany.edu](mailto:rbromley@albany.edu)

September 25<sup>th</sup> 2013

To: Dr. Kamiar Alaei, Director, Global Institute of Health and Human Rights

From: Ray Bromley, Professor & Vice Provost for International Education

Re: PLN 529/PAD 563/LCS 529 "Planning for Jobs, Housing and Community Services in Third World Cities"

PLN 529/PAD 56/LCS 529 is a graduate course designed for students of urban planning, public administration, public policy, international development, and public health. It focuses on the housing, utilities, jobs and neighborhoods of poor people in the cities of countries characterized by mass poverty, paying special attention to water supply, sanitation, livelihood, community services, policies to reduce the risk of disasters, policies to minimize deaths and damage when disasters occur, and strategies to learn from disasters and to rebuild safely. The course centers on the roles and expertise of community leaders, local government officials, community development workers, city planners, architects and civil engineers, working to improve conditions in slum and shanty neighborhoods, and to develop new housing projects that are safe, sanitary and affordable to the very poor. I designed the course, and both I and my colleague Dr. Corianne Scally, have taught it on two or three occasions. I expect to teach the course annually from the Academic Year 2016-2017 onwards, after I have stepped down from my current administrative responsibilities.

The course should be of great use to students of "Health and Human Rights" of all professional backgrounds, enabling them to understand the social dynamics and socio-economic rationale of slum and shanty neighborhoods, and the approaches that can be taken to improving socio-economic conditions, reducing hazards, and reducing deaths and illnesses associated with poor sanitation, housing and nutrition. The rights to health, housing, food, clean drinking water, safety and livelihood are closely interwoven, and they require policy interventions embracing the knowledge and skills of several different disciplines. Students seeking the Graduate Certificate in Health and Human Rights are welcome to take the course, and the syllabus will be adjusted to cater to their intellectual and career needs.

16 September 2013

Dr. Kamiar Alaei  
Director, Global Institute for Health and Human Rights  
University at Albany  
Science Library, G-40  
1400 Washington Avenue  
Albany, New York 12222

Dear Dr. Alaei,

It is my pleasure to accept your invitation to participate in the proposed Certificate in Health and Human Rights which includes, as a required course AANT670, Human Rights and Humanitarianism: Anthropological Perspectives. I will be very pleased to include students working toward a Certificate in Health and Human Rights offered by the offered by the Global Institute for Health and Human Rights (GIHHR) when I next teach the course in 2015-2016.

The importance of this course (and others included in the Certificate) cannot be overstated. At a time when all students must have the opportunity to develop perspectives on global issues and in a University that brings "the World Within Reach," we are obligated to offer such courses and encourage all students to participate in them. The human rights course has been popular and very well received over the years that I have taught it in the Honors College, and as a graduate course in the Department of Anthropology. Both versions include individualized research and the opportunity to explore in depth particular human rights challenges pertaining to health and social in/justice.

I have attached syllabuses for the graduate and undergraduate courses as well as I copy of my CV. Please let me know if you require any additional material at this time.

Sincerely,

Jennifer Burrell, Associate Professor  
518-442-4707 (Office)  
jburrell@albany.edu

Arts and Sciences 237  
Albany, New York 12222  
PH: 518-442-4700 FX: 518-442-5710  
[www.albany.edu/anthro](http://www.albany.edu/anthro)





October 2, 2013

Dear Dr. Alaei,

I am writing per our communications of September 30 and October 1, 2013.

As you know, I teach a graduate readings course in the history department titled "Human Rights, the United States, and International History." I am interested in having the course cross-listed with the electives in your proposed graduate certificate program "Health and Human Rights." I have attached my c.v. and a previous syllabus for the course.

The course was fully enrolled the previous time I taught it, with fifteen students. The SIRF scores indicated that students were quite pleased with the class. The course's main goal was to historicize human rights by explaining how human rights principles and policies have changed over the 20<sup>th</sup> century, have been defined differently in different nations, and have stretched to cover a variety of "rights-based" issues and concerns. In sum, the course's goal is for students to understand the historical complexity and fluidity of human rights.

I would argue that students in your Health and Human Rights program would benefit from being exposed to this type of class. In understanding the history of human rights, they will better understand human rights politics (in the US and abroad) today. Moreover, they will have a better understanding of what is possible – and not possible – in terms of policies addressing health and human rights.

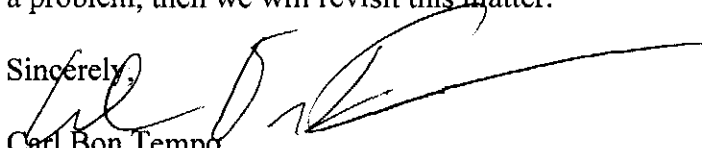
A few research opportunities might arise. Students gaining this background might wish to pursue some historical research in health and human rights. By learning about human rights outside the United States, they might be more inclined to think about health/public health outside of North America. Finally, I would be interested in perhaps collaborating with some of the other professors working in health and human rights, especially if they have projects that require an historical perspective.

The productive discussions between Dr. Alaei, my department chair Richard Hamm, and myself led to a few points of clarification.

First, I offer this course only on occasion – perhaps once every few years. But when I do offer it, I will contact your program and we will make sure the cross-list is in place. Likewise, please do note that my colleague, Prof. Ryan Irwin, also has great interest in teaching the course. If he teaches it, the history department will also cross-list.

Second, we agreed not, at this time, to reserve seats in the course. If the availability of seats becomes a problem, then we will revisit this matter.

Sincerely,

  
Carl Bon Tempo





Albany College of Pharmacy  
AND HEALTH SCIENCES

Ray Chandrasekara  
Associate Professor, South and Southeast Asian Studies  
Department of Humanities and Communication

19<sup>th</sup> September 2013

Dear Global Institute for Health and Human Rights (GIHHR) and ACPHS Humanities and Communication Chair Michael Pittman:

### **Letter of Interest**

My interest in human rights and healthcare developed as a result of my own travels and research in Southeast Asia with various tribal groups in Laos and Cambodia whose livelihoods are heavily dependent on the Mekong River and its major tributaries like the Se San. My interactions with the various tribal groups in Southeast Asian countries stretches back to the time of my graduate studies. I have focused primarily on the disease states of the tribal community and how their health patterns are impacted as a result of the building of dams. Additionally, the research focuses on the various human rights issues involved with the dislocation of the various tribal communities who continue to be displaced as a result of the lack of clean water and their migration to the various cities such as Phnom Penh and Vientiane. I have continued to pursue this research and will soon embark on research in Myanmar with local ethnic groups whose livelihoods are heavily intertwined with the Mekong and who continue to be displaced from their traditional communes as a result of the building of major dams.

Additionally, the courses I teach focus on healthcare and patient rights and also on human rights and culture in the developing world.

The Graduate Certificate in Health and Human Rights is a tremendous opportunity to begin a dialogue on health care and human rights. I am confident the certificate programme will be highly successful and appreciate the privilege of joining and working with the group and programme.

Sincerely,

Ray Chandrasekara  
Associate Professor



Albany College of Pharmacy  
AND HEALTH SCIENCES

September 23, 2013

Dr. Kamiar Alaei  
Director, Global Institute for Health and Human Rights  
University at Albany  
Albany, New York 12222

Dear Dr. Alaei,

It is my pleasure to accept your invitation to participate in the proposed Certificate in Health and Human Rights. I would be pleased to include students working towards a Certificate in Health and Human Rights through the Global Institute for Health and Human Rights (GIHRR) as part of my elective course, ETH 515: Health, Disease, and Authority in Medicine.

As you will note from the accompanying syllabus, the course draws from bioethics and philosophy literatures to analyze and critique the concepts of health and disease. Participants in the course will examine a range of definitions and models of health and disease. Our course work looks to understand the complex interplay of scientific and social forces shaping understandings of health and disease, rather than a simplistic understanding that health and disease are objective categories. In looking to apply this analysis, we read literature on the medicalization and geneticization of health care. Finally, we analyze the role of agency in medicine. That is, we ask questions about how knowledge is generated by clinicians and scientists, but also by patients, NGOs, and other public health agencies.

This course has critical importance as part of the Certificate. As students seek to understand and engage with global health delivery and health politics, we are obligated to offer coursework that allows for critical reflection on the basic goals and concepts that are part of health care and biomedical sciences. This course responds to our students increased interests in further coursework in bioethics and issues related to the politics and science of national and global health.

In addition to my syllabus, I have attached a copy of my CV. Please let me know if you require any additional materials.

Sincerely,

Barry DeCoster, PhD  
Assistant Professor of Bioethics  
Humanities and Communication Department  
Barry.DeCoster@acphs.edu  
(Office) 518.694.7259



Albany College of Pharmacy  
AND HEALTH SCIENCES

JAMES J. GOZZO, Ph.D.  
*President*

September 19, 2013

Dr. Kamiar Alaei  
Director, Global Institute for Health and Human Rights  
University at Albany  
Science Library, G-40  
1400 Washington Avenue  
Albany, New York 12222

Dear Dr. ~~Alaei~~,  
*Kamiar*

It is my pleasure to provide this letter in support of Albany College of Pharmacy and Health Sciences' (ACPHS) participation in the Certificate in Health and Human Rights being proposed by the Global Institute of Health and Human Rights. As a healthcare focused institution, we are keenly aware of the need for the international community to view quality healthcare as a basic human right and not as privilege reserved for the select few. Further, our participation in this initiative is consistent with no fewer than three of the seven goals contained in our recently completed 2012-2017 Strategic Plan. Specifically, these include a commitment to improving the quality of our programmatic offerings, a desire to increase globalization on campus and an emphasis on more fully incorporating diversity into the fabric of our institution.

I have discussed the potential ACPHS commitment with Drs. David Clarke, the Dean of the School of Arts and Sciences, and Wendy Parker, the Director of our Health and Human Sciences degree program. Both feel that benefits realized by our participation and view our participation as a "win-win" for all of the institutions involved. As such, I envision no difficulties in offering the courses outlined in the program proposal on an alternate year basis. Further, I see no issue in all involved honoring the Hudson Mohawk consortium agreement for the purpose of allowing certificate students from the named schools to complete one course per semester at ACPHS and for encouraging ACPHS students to take courses offered by the certificate schools. Clearly, the details of these commitments and the mechanisms by which they will be executed will need to be formalized in a memorandum of understanding at a later date.

As you know, I sit on the Institute's Board of Directors and am therefore aware of the Institute's other activities. I am hopeful that our participation in offering this certificate will increase the degree of interaction ACPHS faculty and students have with the Institute and will encourage future collaborative efforts that further the goals of both institutions.

Sincerely,

*James J. Gozzo*  
James J. Gozzo, Ph.D.  
President

*Alexandra R. Harrington, J.D., LL.M.*  
*227 South Main Avenue*  
*Albany, NY 12208*  
*Phone: 518-330-2201*

September 27, 2013

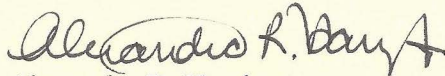
Dr. Kamiar Alaei  
Director, Global Institute for Health and Human Rights  
University at Albany  
Science Library, G-40  
1400 Washington Avenue  
Albany, New York 12222

Dear Dr. Alaei:

It is a pleasure to confirm my interest in teaching a course as part of the Certificate in Health and Human Rights program offered by the Global Institute of Health and Human Rights during the intensive summer term component of the program. In particular, I would propose teaching a course on International Child's Rights as either an in-person or online offering. I suggest this course because I have previously taught it during my visitorship at Albany Law School and because many of my publications relate to international child's rights issues, notably human rights issues. Although this course was taught with law students in mind, it incorporates interdisciplinary principles in order to ensure that students have a thorough understanding of the human rights issues that relate to children, including the many areas in which child health intersects with human rights concerns.

Attached please find my resume and the syllabus from my prior International Child's Rights class. Please do not hesitate to contact me should you require further information.

Sincerely,



Alexandra R. Harrington

Attachments



Albany College of Pharmacy  
AND HEALTH SCIENCES

Kevin Hickey, PhD  
Associate Professor of English and Africana Studies  
Humanities and Communication Department  
[Kevin.hickey@acphs.edu](mailto:Kevin.hickey@acphs.edu) 518.694.7359

19 September 2013

Dear Dr. Alei:

This letter is to state my interest in teaching one or more courses for the GIHHR Graduate Certificate in Health and Human Rights. My research focuses on how Africana literatures and visual arts depict and provide new ways of thinking about ethically troubling situations and conditions (e.g., the human and environmental costs of oil extraction in the Niger Delta). In addition to teaching three Africana courses that include ethical components, I also teach two study-abroad courses (Culture, Customs, and Health of Belize and Culture and Customs of Senegal) that include work in health clinics and hospitals in Belize and Senegal. I also created and oversee a 12-week science research internship in Basel, Switzerland. During the 2014 spring semester I will teach two courses relevant to the Graduate Certificate in Health and Human Rights: Global Health, and our capstone course Health Care and Human Values.

My travels in 61 countries include a six-year bicycle trip during which I spent significant time at mission hospitals throughout Africa (including a leprosarium in Democratic Republic of Congo) and also completed a research project on schistosomiasis for the Swiss Tropical Institute Field Laboratory (now the Ifakara Health Institute) in Ifakara, Tanzania <http://www.ihl.or.tz/>; prior to my bike trip I earned a B.Sc. pre-med degree in biology.

I wholeheartedly support the philosophy and goals underlying GIHHR's creation of a Graduate Certificate in Health and Human Rights, and I would be honored to join others in helping make this certificate program a success. I have attached my CV as a separate document.

Sincerely,



Department of Health Policy, Management, & Behavior  
University at Albany  
School of Public Health

*A joint venture with the  
New York State Department of Health*

September 17, 2013

Dear Kamiar Alaei, Director, Institute for Health and Human Rights

It is my pleasure to accept your invitation to participate in the proposed Certificate in Health and Human Rights. The certificate program includes HPM 620 Health Disparities among Vulnerable Populations, a course that my department generally offers once per year. I am looking forward to including your students in the course.

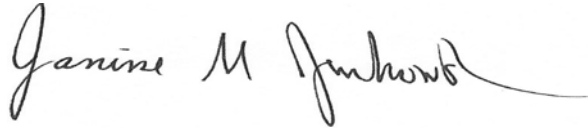
As you will note from the syllabus accompanying this letter, the course explores factors that contribute to health disparities in the United States from a historical, theoretical and ecological perspective. Students will be able to apply these explanations across disparate groups and health conditions. In 2011, the Association of Schools of Public Health (ASPH) developed a framework for core public health competencies. Many of the social and behavioral science competencies are reflected in this course. Further most of the Diversity and Culture interdisciplinary competencies are directly covered in this course.

This course (and others included in the Certificate) is essential. At a time when all students must have the opportunity to develop perspectives on global issues and in a University that brings “the World Within Reach,” we are obligated to offer such courses and encourage all students to participate in them. This specific graduate course has grown in popularity over the years and as Americans and international students seek new experiences in cultures different than their own, this course will play a role in helping them to understand the disparities in their own backyard and how global history is related to national and local health disparities. For example, some course sessions facilitate an understanding of the diversity of health disparate groups and how culture plays a role. The course culminates so that students learn to reflect on and if needed, reframe their thinking about disparities and learn to have cultural humility, all of which are important for those students interested in working in cultures different from their own.

GEC 100  
One University Place  
Rensselaer, NY 12144-3445  
PH: 518-402-0283    FX: 518-402-0329  
[www.albany.edu/sph](http://www.albany.edu/sph)

In addition to the syllabus, I have attached a copy of my curriculum vitae. Please let me know if you require any additional material at this time.

Thank you,

A handwritten signature in black ink, reading "Janine M. Jurkowski". The signature is fluid and cursive, with a long horizontal flourish extending to the right.

Janine M. Jurkowski, PhD, MPH  
Associate Professor



## ALBANY LAW SCHOOL

80 NEW SCOTLAND AVENUE, ALBANY, NEW YORK 12208  
TEL: 518-445-3305 FAX: 518-445-3333 WWW.ALBANYLAW.EDU

*Alicia Ouellette*  
*Associate Dean for Academic Affairs & Intellectual Life*  
*Professor of Law*  
aouel@albanylaw.edu

September 20, 2013

Dr. Kamiar Alaei  
Director, Global Institute for Health and Human Rights  
University at Albany  
Science Library, G-40  
1400 Washington Avenue  
Albany, New York 12222

Dear Dr. Alaei:

As Associate Dean for Academic Affairs and Intellectual Life at Albany Law School, it is my pleasure to affirm our commitment to participate in the proposed Certificate in Health and Human Rights which will include, as elective courses, a number of courses taught regularly at the Law School. We will be pleased to include students working toward a Certificate in Health and Human Rights offered by the Global Institute for Health and Human Rights (GIHHR) in the array of relevant courses offered at the law school. We see the proposed certificate program as an important expansion of our commitment to providing students with a strong foundation in human rights and social justice.

As you know, Albany Law School has a long-standing and firm commitment to educating students in social justice, human rights, and health law. Through our strong array of courses in these fields, we have trained generations of advocates who make a difference in the world. Our course offerings—International Human Rights Law, International Law of War & Crime, International Child Rights, Immigration Law, Human Reproduction: Legal and Moral Issues, and Bioethics Seminar to name a few—would be directly relevant for students enrolled in the Certificate in Health and Human Rights. We are excited to open these popular courses to Certificate students in an effort to enrich and expand the reach of our educational program. We anticipate being able to offer two or more relevant courses a year, and expect to reserve seats for at least two Certificate students per course.

The Certificate Program will help address the growing demand for interdisciplinary solutions to contemporary world challenges. It will develop a cadre of professionals prepared for global work in health and human rights. It is an area of interest to several members of our faculty, who would welcome the opportunity to collaborate on research and teaching projects with faculty members for participating institutions. We look forward to being a part of the Program, both by welcoming Certificate students in our relevant courses, and by encouraging our students to participate.

I have attached syllabuses for a selection of our courses that will be available to Certificate students, as well as a copy of my CV, and that of several other participating law faculty. Please let me know if you require any additional material at this time.

Sincerely,  
  
Alicia Ouellette

Enclosures



## **INTERNATIONAL HUMAN RIGHTS LAW SEMINAR Spring 2013**

Professor: Peter Halewood

Office: Rm. 510

Phone / E-mail: 472-5841 / phale@albanylaw.edu

Classes: Mondays 12:00 to 2:50 / Room E115

Office Hours: I encourage students to meet with me outside class hours to discuss course related issues. I welcome drop-in visits, but it is best to make an appointment in advance by speaking with me after class or by e-mailing me.

Legal Assistant: Evette DeJesus, Law Review office, 445-2335.

### **OVERVIEW AND OBJECTIVES**

Respecting basic human rights is among the core legal obligations of nations. The sources of this obligation are found in global, regional, and domestic law. This seminar provides an introduction to international human rights law, policy, and practice. There has been a proliferation of new human rights asserted in recent decades and there are fascinating debates and issues to engage with. Students analyze problems of international human rights law and policy of their choice in a persuasive, critical research paper, which is presented to the seminar. Students should acquire a basic fluency with international legal principles and materials in general, and a research capacity in international human rights law in particular. Critical thinking and analysis are stressed.

The required casebook is *International Human Rights: Problems of Law, Policy, and Practice* (Hannum, Anaya, & Shelton eds., 5<sup>th</sup> edition, Aspen Publishing, 2011). The Documentary Supplement is suggested for convenience but not required—you may access most agreements online. We will read selected chapters of the casebook as an overview of international human rights law and related issues.

No background in international law is required. The paper may be revised to satisfy the upper year writing requirement, and the class satisfies the international law requirement.

### **PARTICIPATION AND PROFESSIONALISM**

Participation: You are expected to read the assignments prior to each class and be prepared to answer related questions that you may be asked. Students will be called on to lead discussion of assigned materials,

or to act as respondents. These roles will be assigned in advance and it is particularly important that you attend class on days when you are so assigned. Class discussions are important. If you are unable to attend a class please try to notify me in advance.

**Use of Electronics:** Please refrain from instant messaging, e-mailing, surfing the Internet, playing games, writing papers, etc. during class time. Pay attention to videos being shown in class and to student speakers during presentations—computers should be closed during these activities unless for taking notes. Do not display material on screen which may be distracting or offensive to classmates. Please turn off cell phones and pagers when you are in the classroom. Audio or video recording of the class is prohibited without my prior permission.

**E-Mail Policy:** I encourage students to E-mail me outside class hours with any questions or comments about the class. Though E-mail correspondence is generally considered informal, please keep in mind that E-mail communication within the law school should conform to the standards of professional communication expected in legal practice - e.g. write in complete sentences, address the recipient by name and title (if necessary), sign your name at the end of the message, acknowledge receipt of E-mail messages addressed personally to you. I will answer each E-mail promptly. E-mails sent by me to the class should be opened and read as promptly as possible.

## **EVALUATION AND ASSESSMENT**

### **Research Paper** 60% of final grade

The topic of the paper may relate to any aspect of international human rights law and policy. You are not limited in your topic by what we cover in class, but the paper must center around a topic dealing with international human rights law and must critically engage existing legal scholarship (law reviews, scholarly books) related to your topic. The length of each paper will be 20 pages including footnotes. A list of guidelines for the paper will be circulated separately. By arrangement with me, the paper may fulfill the upper year writing requirement (approx. 25 pages in length). This may require revising the paper after the semester ends.

Paper topics will be roundtabled at least twice during the course of the semester. This involves a 2-3 minute informal presentation to the class of your research to date. This gives you an opportunity to get some feedback and for me to assess your progress.

**Leading In-Class Discussion and General Participation:** 20% of final grade

Twenty percent of the final grade will be based on leading classroom discussion of assigned materials or being a respondent, roundtabling your research (as described above), and regularly attending and participating in classroom discussions.

**Classroom Discussions:** This is an active learning class (I will not lecture) structured to use in-class discussions as a vehicle for examining contemporary issues and controversies relating to international trade law and policy. Each student will have opportunities to lead classroom discussion or be a respondent. When the student is scheduled to be "on call" for class in this fashion, she/he will be expected to prepare at least two discussion questions, comments, or reactions to the readings. Presenting assigned cases in summary form might be part of this. Each student who is not on call is expected to contribute to these discussions. All students should strive to contribute to class discussion at least once per classroom hour.

**Weekly TWEN Discussion:** I encourage each student to post a topic on the Discussion portion of the class TWEN site in order to facilitate discussion. The topic may or may not be covered in the course materials, but it should involve a matter relating to international trade law or policy. There is flexibility in the format of the discussion (it could be somewhat like a blog posting), and other students should comment and/or respond. Ideally, at least one student will post a piece for discussion once per week and multiple students will post their reactions to the initial post. No grade is attached to this process per se but it will be useful in moving class discussion forward and I encourage you to participate in it. In addition, TWEN may be used to comment on each other's roundtable presentations or final presentations.

**Presentation:** 20% of final grade (schedule TBA)

At the end of the semester, each student will present his/her research paper to the rest of the class. Time permitting, there will be discussion and questions afterward. If not, TWEN will be the forum for questions and discussion. Twenty percent of the final grade will be based on a student's presentation. The time allotted for each presentation depends upon the number of students and time available at the end of the semester.

# INTERNATIONAL LAW OF WAR AND CRIME

Prof. Vincent M. Bonventre

## Office Hours

(Room 507, main bldg.)

Tues & Thurs 10am-Noon

Or by appointment

*Or anytime I'm in my office or you happen to see me in the cafeteria, etc.*

## General Overview:

The INTERNATIONAL LAW OF WAR AND CRIME SEMINAR examines fundamental principles and doctrines of international law that govern the use of force and the responsibility for war crimes and crimes against humanity. Among the topics covered in the seminar are the limitations on the use of force and the resort to force, both nation-state and collective action, the treatment of combatants and civilians, and the recognition and prosecution of international criminal law including war crimes and crimes against humanity, as well as international cooperation, institutions and criminal liability.

## Objectives:

Students will become knowledgeable, understand, and be able to discuss and critique:

The traditional law of war (e.g., the basic principles of *jus bello* and *jus ad bellum*);

The historic development of the international and American law of war;

The United Nations charter provisions dealing with the use of force and self-defense (2[4] & 51);

The developing law of humanitarian intervention; the law of collective action;

The law regarding the treatment of individuals, including criminal responsibility and the protection of civilians and combatants;

The law of war crimes and crimes against humanity;

*Jus cogens*, including genocide and torture;

International criminal courts and tribunals;

The role of the United States in the international law of war and crime—and vice-versa.

## Required Reading Materials:

Selected materials and cases relevant to the aforementioned topics from the Course Materials on TWEN. (All readings will be accessible on TWEN, or will be provided on hard copy when necessary.)

**Requirements:**

Research paper

In-class presentation of research

Memos on selected readings

Participation in seminar discussions

Attendance

**Grading:**

Based equally on the final paper and the in-class presentation. (Both of which will be evaluated on the depth of knowledge, understanding, and research, as well as the clarity and cogency of articulation. Correct grammar, syntax, punctuation, etc., is a *sine qua non* for a decent grade.)

Upward adjustment of final grade—maximum 3 ticks, but typically 1 or 2—for outstanding performance in class participation and on any assigned memos. (For participation, the criteria include: proactively and regularly contributing to class discussion; contributions are relevant and promote deeper analysis of the topic; being consistently well-prepared. For memos, the criteria are the same as for the final paper and in-class presentation.)

**Deduction for late papers:**

Miss the deadline = 1 tick off the grade. [E.g., A to A-.]

Miss the deadline + 1 week = a 2d tick off the grade.

Another tick off for each successive week late.

The absolute deadline for a passing grade is the end of the 1st calendar week of the next semester.

**Attendance:**

Attendance at every session is expected except for cases of emergency or unforeseen, unavoidable circumstances.

Maximum allowable absence is ONE 3-hour session. [*This is stricter than the school's policy outlined in the Student Handbook.*]

Each unexcused, non-emergency absence in excess of ONE will result in a 1 tick deduction from the final grade. [E.g., A to A-.] More than THREE absences for any reason will preclude a passing grade.

**Upper Level Writing Requirement:**

Students wishing to use the final paper to satisfy the writing requirement can speak to me any time during the semester and can do so this semester or extend the seminar paper next semester.

# INTERNATIONAL LAW OF WAR AND CRIME

(3 Credit Seminar)

Prof. Vincent M. Bonventre

## READING LIST

Selected materials and cases as noted below. (All readings will be accessible via Westlaw TWEN, or will be provided on hard copy when necessary.)

## SUMMARY

### *INTRODUCTION*

- I. TRADITIONAL LAW OF WAR: BASIC PRINCIPLES OF JUS IN BELLO AND JUS AD BELLUM
- II. HISTORIC DEVELOPMENT OF THE INTERNATIONAL LAW OF WAR
- III. THE UNITED NATIONS, ARTICLE 2(4) & 51, AND THE USE OF FORCE
- IV. THE UNITED NATIONS, ARTICLE 51, AND SELF-DEFENSE
- V. INTERVENTION
- VI. COLLECTIVE ACTION
- VII. TREATMENT OF INDIVIDUALS: CRIMINAL RESPONSIBILITY AND PROTECTION; CIVILIANS AND COMBATANTS
- VIII. WAR CRIMES, CRIMES AGAINST HUMANITY, GENOCIDE, AND TORTURE
- IX. INTERNATIONAL CRIMINAL COURTS AND TRIBUNALS
- X. THE UNITED STATES AND THE INTERNATIONAL LAW OF WAR AND CRIME
- XI. THE INVASION OF IRAQ

## DETAILS

### *INTRODUCTION*

- I. TRADITIONAL LAW OF WAR: BASIC PRINCIPLES OF JUS IN BELLO AND JUS AD BELLUM

#### Readings from Articles, treatises, conventions, etc.:

Ian Brownlie, *International Law and the Use of Force by States*

Brownlie, ... Revisited, 1 *Chinese J. Int'l L.* 1 (2002)

Carl von Clausewitz, *The Maximum Use of Force*

Michael Howard, *Constraints on Warfare*

Quincy Wright, *War and Peace*

Geoffrey Best, *Jus in Bello Vindicated*

Christopher Greenwood, *Relationship between Jus Ad Bellum and Jus In Bello*

John F. Cloverdale, An Introduction to the JUST WAR Tradition, 16 Pace Int'l L. Rev. 221 (2004)

Jean Bethke Elshtain, The JUST WAR Tradition and Natural Law, 28 Fordham Int'l L. J. 742 (2005)

Joseph C. Sweeney, The JUST WAR Ethic in International Law, 27 Fordham Int'l L. J. 1865 (2004)

Cases:

*The Naulilaa Case*

*The Caroline Dispute*

*The Red Crusader*

*The Corfu Channel Case*

*Prosecutor v. Tadic*

*The Nicaragua Case*

*Hamdi v. Rumsfeld*

## II. HISTORIC DEVELOPMENT OF THE INTERNATIONAL LAW OF WAR

Readings from Articles, treatises, conventions, etc.:

Hugo Grotius, *The Law of War and Peace*

Geoffrey Parker, *Extending the Laws of War*

D.W. Bowett, *The Law of International Institutions*

*Covenant of the League of Nations*

*Treaty for the Renunciation of War (Kellogg-Briand Pact)*

Quincy Wright, *The Law of the Nuremberg Trial*, 41 Am J Int'l L 43 (1947) [available in course materials]

George A. Finch, *The Nuremberg Trial and International Law*, 41 Am J Int'l L 20 (1947) [available in course materials]

*Geneva Conventions on the Treatment of Prisoners of War: on the Protection of Civilian Persons (1949)*

Cases:

*Henfield's Case*

*Ex Parte Milligan*

*Captain Emil Muller*

*Ex Parte Quirin*

*Judgment of the International Military Tribunal (Nuremberg)*

*Goring*

*Von Ribbentrop*

*Donitz*

*Yamashita v. Styer*

## III. THE UNITED NATIONS, ARTICLE 2(4) & 51, AND THE USE OF FORCE

Readings from Articles, treatises, conventions, etc.:

Stephen Schlesinger, Act of Creation: The Founding of the United Nations

Oscar Schacter, The Right of States to Use Armed Force, 82 Mich. L. Rev. 1620 (1984)

Oscar Schacter, In Defense of International Rules on the Use of Force, 53 U. Chi. L. Rev. 113 (1986)

Ian Brownlie, ... Int'l L. & Force Revisited, 1 Chinese J. Int'l L. 1 (2002)

Richard Edis, A Job Well Done: The Founding of the United Nations Revisited

General Assembly Resolution on the Definition of Aggression, 1974

W. Michael Reisman, Criteria for the Lawful Use of Force in International Law

Oscar Schacter, International Law in Theory and Practice

Louis Henkin, The Use of Force: Law and U.S. Policy

Thomas Franck, Judging the World Court, etc.

IV. THE UNITED NATIONS, ARTICLE 51, AND SELF-DEFENSE

Readings from Articles, etc.:

Oscar Schacter, The Right of States to Use Armed Force

Security Council Resolution 487 (1981)

Security Council Resolution 1373 (2001)

Mary Ellen O'Connell, Lawful Self-Defense to Terrorism

Karl Meesen, Unilateral Resources to Military Force Against Terrorist Attacks

Lee Feinstein and Ann Marie Slaughter, A Duty to Prevent

Jeffrey Record, Bounding the Global War on Terrorism

Cases:

*The Corfu Channel Case*

*The Nicaragua Case*

*The Oil Platforms Case*

V. INTERVENTION

Readings from Articles, etc.:

Oscar Schacter, The Right of States to Use Armed Force Oscar

Schacter, The Legality of Pro Democratic Invasion

W. Michael Reisman, Coercion and Self-Determination: Construing Article 2(4)

Ian Brownlie, Humanitarian Intervention

Ian Johnstone, The Plea of Necessity in Int'l Legal Discourse: Humanitarian Intervention and Counter-Terrorism, 43



Colum. J. Transnational L. 337 (2005) [43 CLMJTL 337]

Nicholas Wheeler, Constraining and Enabling the Use of Force: A Victory for Common Humanity? 2 J. Int'l L. & Int'l Rel. 95 (2005) [2 JILIR 95]

Mary Ellen O'Connell, Constraining and Enabling the Use of Force: The Counter-reformation of the Security Council 2 J. Int'l L. & Int'l Rel. 107 [2 JILIR 107]

Richard Lillich, A Reply to Ian Brownlie and a Plea for Constructive Alternatives

Nehal Bhuta, Paved with Good Intentions

Louise Doswald-Beck, The Legal Validity of Military Intervention by Invitation of the Government

Abraham Sofaer, Remarks: The Panamanian Revolution: Diplomacy, War and Self-Determination in Panama

General Assembly Resolution 44/240 (1989)

## VI. COLLECTIVE ACTION

### Readings from Articles, etc.:

Oscar Schachter, Authorized User of Force by the United Nations and Regional Organizations

UN Charter, Chapter VII

Security Council Resolution 794 (1992)

Security Council Resolution 1529 (2004)

Paul Szasz, The Security Council Starts Legislating

Christopher Joyner, Reflections on the Lawfulness of Invasion

Marco Gestri, The ECOWAS' Operation in Liberia and Sierra Leone: Amnesty for Past Unlawful Acts or Progress towards Future Rules

Francisco Forrest Martin, Using International Human Rights Law for Establishing a Unified Use of Force Rule in the Law of Armed Conflict

Ove Bring, International Humanitarian Law after Kosovo: Is Lex Lata Sufficient?

### Cases:

*The Certain Expenses Case*

## VIII. TREATMENT OF INDIVIDUALS: CRIMINAL RESPONSIBILITY AND PROTECTION; CIVILIANS AND COMBATANTS

### Readings from Articles, etc.:

Eduardo Greppi, The Evolution of Individual Criminal Responsibility Under International Law

Mark Janis, Individuals as Subjects of International Law

Thomas Buergenthal, The Normative and Institutional Evolution of International Human Rights

Natalia Schiffrin, Jamaica Withdraws the Right of Individual Petition Under the International Covenant on Civil and Political Rights

Rachael Craufurd-Smith, Remedies for Breaches of EU law in National Courts (in THE EVOLUTION OF EU LAW)

The Genocide Convention (1948)

Geneva Conventions on Prisoners of War; on Civilian Persons (1949)

Cases:

*The Nottebohm case*

*The Barcelona Traction Case*

*Prosecutor v. Galic*

*U.S. v. Calley*

*Prosecutor v. Blaskic*

*Prosecutor v. Delalic*

*Prosecutor v. Musema*

*Damian Thomas v. Jamaica*

*The Sunday Times case*

*The Soering Case*

*The Short Case*

*Hamdi v. Rumsfeld*

*Prisoners of War Ethiopia's Claim 4 (Part3)*

*The Director of Public Prosecutions v. T.*

VIII. WAR CRIMES, CRIMES AGAINST HUMANITY, GENOCIDE, AND TORTURE

Readings from Articles, etc.:

Geneva Conventions on Prisoners of War; on Civilian Persons (1949)

Charter of the Nuremberg Tribunal, Articles 6-8

H.P. Gasser, International Humanitarian Law and the Protection of War Victims

The Genocide Convention

The Darfur Report

Security Council Resolution 1593 (on Darfur)

David Luban, CALLING GENOCIDE BY ITS RIGHTFUL NAME: LEMKIN'S WORD, DARFUR, AND THE UN REPORT, 7 Chi. J. Int'l L. 303 (2006)

Payam Akhavan, THE CRIME OF GENOCIDE IN THE ICTR, 3 J. Int'l Crim. Just. 989 (2005)

David L. Nersessian, THE RAZOR'S EDGE: DEFINING AND PROTECTING HUMAN GROUPS UNDER THE GENOCIDE CONVENTION, 36 Cornell Int'l L.J. 293 (2003)

William A. Schabas, NATIONAL COURTS FINALLY BEGIN TO PROSECUTE GENOCIDE, THE 'CRIME OF CRIMES', 1 J. Int'l Crim. Just. 39 (2003)

DEFINING PROTECTED GROUPS UNDER THE GENOCIDE CONVENTION, 114 Harv. L. Rev. 2007 (2001)

Johan D. van der Vyver, PROSECUTION AND PUNISHMENT OF THE CRIME OF GENOCIDE, 23 Fordham Int'l L.J. 286 (1999)

Dieter Kastrup, FROM NUREMBERG TO ROME AND BEYOND: THE FIGHT AGAINST GENOCIDE, WAR CRIMES, AND CRIMES AGAINST HUMANITY, 23 Fordham Int'l L.J. 404 (1999)

Convention Against Torture

Alberto Gonzales, Memorandum on the Application of the Geneva Convention on Prisoners of War to the Conflict with Al Qaeda and the Taliban

Fritz Kalshoven, Constraints on the Waging of War

Johan D. van der Vyver, Torture as a Crime Under International Law, 67 Alb. L. Rev. 427 (2003)

James Thuo Gathii, Torture, Extraterritoriality, Terrorism, and International Law, 67 Alb. L. Rev. 335 (2003)

Daniel Rothenberg, "What We Have Seen Has Been Terrible." 67 Alb. L. Rev. 465 (2003)

Cases:

*Prosecutor v. Tadic*

*Prosecutor v. Akayesu*

*Prosecutor v. Musema*

*Prosecutor v. Kunarac, Kovac and Vokovic*

*Prosecutor v. Kristic*

*The Jorgic Case*

*The Soering Case*

*U.S. v. Alvarez-Machain*

## IX. INTERNATIONAL CRIMINAL COURTS AND TRIBUNALS

Readings from Articles, etc.:

Charter of the International Military Tribunal, Articles 6, 16

Secretary General's Report on the Establishment of I.C.T.Y.

Security Council Resolution 955 (I.C.T.R.)

Rome Statute of the International Criminal Court, Articles 11-19

W.A. Schabas, First Prosecutions at the International Criminal Court

Leila Nadya Sadat, The Evolution of the ICC: From the Hague to Rome and Back Again

Leila Nadya Sadat and S. Richard Carden, The New International Criminal Court: An Uneasy Revolution

David Scheffer, Testimony Before the Senate Subcommittee on International Operations

Bertram Brown, U.S. Objections to the Statute of the International Criminal Court: A Brief Response

Cases:

*The Justice Case (Nuremberg)*

*Prosecutor v. Tadic (Tribunal for former Yugoslavia)*

*Prosecutor v. Akayesu (Tribunal for Rwanda)*

*Prosecutor v. Kallon (Special Court for Sierra Leone)*

## X. THE UNITED STATES AND THE INTERNATIONAL LAW OF WAR AND CRIME

### Readings from Articles, etc.:

Louis Henkin, *The Use of Force: Law and U.S. Policy*

Harold Koh, *The U.S. Constitution and Int'l Law*, 98 Am. J. Int'l L. 43 (2004) [98AMJIL43]

Harold Koh, *American Exceptionalism*, 55 Stan. L. Rev. 1479 (2003) [55STNLR1479]

Thomas Franck, *A Double Standard at the UN?*, 78 Am. J. Int'l L. 811 (1984) [78AMJIL811]

Abraham Sofaer, *Remarks: The Panamanian Revolution: Diplomacy, War and Self-Determination*

Alberto Gonzales, *Memorandum on the Application of the Geneva Convention on Prisoners of War to the Conflict with Al Qaeda and the Taliban (see Course Materials)*

David Scheffer, *Testimony Before the Senate Subcommittee on International Operations*

Bertram Brown, *U.S. Objectives to the Statute of the International Criminal Court: A Brief Response*

Kenneth Anderson *Who Owns the Rules of War?*

Kenneth Anderson, *Who Owns the Rules of War?*

Jordon Paust, *U.N. Peace and Security Powers and Related Presidential Powers*

Jordon Paust, *International Law as Law of the United States*

### Cases:

*Henfield's Case*, 11 F. Cas. 1099 (1793)

*Ex Parte Quirin*

*U.S. v. Calley*

*U.S. v. Alvarez-Machain*

*Hamdi v. Rumsfeld*, 542 US 547 (2004)

*Hamdan v. Rumsfeld*, 126 S.Ct. 2749 (2006)

*Medellin v. Texas*, 552 US 491 (2008)

*Medellin v. Texas*, 129 SCT 360 (2008)

## XI. INVASION OF IRAQ

### Readings from Articles, etc.:

*Security Council Resolution 1360*

*Security Council Resolution 1441*

Letter from the United Kingdom to the United Nations

Letter from the United States to the United Nations

Statement by British Attorney General Lord Goldsmith to the Prime Minister

Mary Ellen O'Connell, Addendum to Armed Force in Iraq: Issues of Legality

Security Council Resolution 1483

Report of the International Committee of the Red Cross on the Treatment by the Coalition Forces of Prisoners of War and Other Protected Persons

Sean Murphy, Assessing the Legality of Invading Iraq

Mary Ellen O'Connell, Lawful Self-Defense to Terrorism

PREEMPTIVE WAR Readings:

Steven C. Welsh, Preemptive War and International Law

Anthony Clark Arend, International Law and the Preemptive Use of Military Force

<http://www.twq.com/03spring/docs/03springarend.pdf>

Mary Ellen O'Connell, The Myth of Preemptive Self-Defense <http://www.asil.org/taskforce/oconnell.pdf>

David Sloss, Is International Law Relevant to Arms Control? Forcible Control: Preemptive Attacks on Nuclear Facilities 4 Chicago Journal of International Law 39 (2003)

Abraham D. Sofaer, On the Legality of Preemption

[http://www.globalsecurity.org/security/library/congress/911\\_commission/030331-sofaer.htm](http://www.globalsecurity.org/security/library/congress/911_commission/030331-sofaer.htm)

IMMIGRATION LAW SYLLABUS  
 Wednesdays & Thursdays, 10:00 am – 11:15 am  
 Room 425  
 Fall 2013

Professor Christian Sundquist  
 Main Building - Room 412  
 (518) 445-3385  
[csund@albanylaw.edu](mailto:csund@albanylaw.edu)

I. REVISED Class Schedule (8/29)

	<u>Class</u>	<u>Topic</u>	<u>Assignment</u>	<u>Statutory Provisions</u>
<b>Week Three:</b>	Class 5 (9/4)	The Plenary Power Doctrine  <i>Guest Speaker: Prof. Paul Finkelman</i>	162-201	-----
	(9/5)	<b>NO CLASS: Rosh Hashana</b>		
<b>Week Four:</b> Immigration and the Constitution	Class 6 (9/11)	Naturalization	105-133  Please also skim the following cases: US v. Bhagat Thind, 261 US 204 (1923)  US. V. Ozawa, 260 US 178 (1922)  In re Ah Yup, 1 F. Cas. 223 (D. Cal. Ct. 1878)	INA 101(f), 310-331, 334, 337
	Class 7 (9/12)	Procedural Due Process	530-565	<i>See generally</i> INA 235(c)

<b>Week Five:</b> Coming to America	Class 8 (9/18)	Immigrant Family Categories	272-302	INA 201 <i>passim</i> ;  201(2)(A) (immediate relatives);  203(a) (the Family-Sponsored immigrant categories);  <i>See generally</i> INA 202, 204-206
	Class 9 (9/19)	Immigrant Business Categories	342-382	INA 203(b) (the Employment- based immigrant categories);  INA 212(a)(5), 204(b)
<b>Week Six:</b> Coming to America	Class 10 (9/25)	Non-Immigrants and Intent	382-420	INA 214 (immigrant intent);  101(a)(15) (definition of “immigrant” and non-immigrant categories)  <i>See generally</i> INA 205(b)(2)
	Class 11 (9/26)	Admission Procedure	486-521	INA 101(a)(13), 204(a)(1), 221, 222, 245; <i>see generally</i> INA 235(a), 212(d)(5)(A)
<b>Week Seven:</b> Coming to America	Class 12 (10/2)	<i>Visa Application Drafting Exercise</i>	<i>Supplemental Materials</i>	----
	Class 13 (10/3)	Introduction to Asylum	797-840	INA 101(a)(42) (definition of “refugee”);  208 (asylum procedure and limitations);  <i>See generally</i> 241(b)(3); 243(h), 244
<b>Week Eight:</b> Coming to America (Asylum)	Class 14 (10/9)	Substantive Grounds	841-886	Id.
	Class 15 (10/10)	Limitations on Asylum	888-918	Id.
<b>Week Nine:</b>	Class 16	<i>Client Interview</i>	<i>Supplemental</i>	----

Coming to America (Asylum)	(10/16)	<i>Exercise, Part I</i>	<i>Materials</i>	
	Class 17 (10/17)	<i>Review and Client Interview Exercise, Part II</i>	<i>Supplemental Materials</i>	----
<b>Week Ten:</b> Leaving America: Removal and Deportation	Class 18 (10/23)	<i>Documentary Showing: A Well Founded Fear (Part I)</i>	<i>Supplemental Materials</i>	---
	Class 19 (10/24)	<i>Documentary Showing: A Well Founded Fear (Part II)</i>	<i>Supplemental Materials</i>	----
<b>Week Eleven:</b> Leaving America: Removal Procedure	Class 20 (10/30)	The Inadmissibility Grounds	582-605	INA 212(a) <i>passim</i> ;  212(d) (waiver for non-immigrants);  212(g) (waiver for aliens excludible on health grounds);  212(h) (waiver of subsections (a)(2)(A)(i)(I), (II), (B), (D), and (E) of INA 212);  212(i) (waiver for immigrants excludible for fraud or misrepresentation);  212(k) (AG waiver for certain immigrants);  217 (visa waiver program);  101(a)(13) (definition of "admission") (when a LPR is seeking "admission");  <i>See generally</i> 242(a)(2)(B), 221(g), 101(a)(43)(48); 237, 213A(a)
	Class 21 (10/31)	National Security Grounds of	605-648	INA 212



		Inadmissibility		
<b>Week Twelve:</b> Leaving America	Class 22 (11/6)	Removal Grounds	648-679	INA 237 (the Removal Statute);  <i>Review</i> INA 212 (all exclusion grounds under INA 212 are incorporated into the Removal Statute via 237(a)(1)(A));  INA 101(a)(13) (definition of “admission”) (when a LPR is seeking “admission”);  INA 101(a)(48) (definition of “conviction”);  INA 101(a)(43) (definition of “aggravated felony”);  INA 101(a)(43)(F) (definition of “crime of violence”)
	Class 23 (11/7)	Criminal Grounds for Removal	679-706; 739-749	Id.
<b>Week Thirteen:</b> Leaving America	Class 24 (11/13)	Cancellation of Removal and Relief	750-770; 778-790	INA 240A <i>passim</i> (Cancellation of Removal);  INA 240B <i>passim</i> (Voluntary Departure);  INA 101(f) (defining good moral character)
	Class 25 (11/14)	Removal Procedure	1147-1173; 1270-1298 (skim)	INA 240 (removal procedure);  <i>See generally</i> INA 235(c), 239
<b>Week Fourteen:</b> The Simulated Removal Hearing	Class 26 (11/20)	<i>Simulated Removal Hearing: Removal Phase</i>	<i>Supplemental Materials</i>	-----
	Class 27 (11/21)	<i>Simulated Removal Hearing: Relief Phase</i>	<i>Supplemental Materials</i>	-----

<b>Week Fifteen:</b> Review	Class 28 (11/26)	Review Session		
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**Professor Alicia Ouellette**  
**Fall 2012**

**Syllabus**  
**Human Reproduction: Legal and Moral Issues**

**Summary of Course**

This course will address the moral and legal issues that surround the beginning of life. Starting with an overview of the constitutional and common law doctrine on reproductive liberty, government regulation, and medical control over procreative choice, the course will focus on law and policy related to contraception, abortion, pregnancy, assisted reproduction (including surrogate parenthood, sperm and egg donation, and in-vitro fertilization), genetic manipulation, and the regulation of maternal conduct during pregnancy. The course will address both domestic and international

**Required Text**

Judith F. Daar, REPRODUCTIVE TECHNOLOGIES AND THE LAW (Lexis/Nexis 2006)

**Course Grade**

The student's grade for the course will be based upon the following:

- Paper (80%)
- Presentation of the paper to the class (5%)
- Discussion board participation and contribution (10 %)
- In class participation and readiness (5%)

**Discussion Board**

Much of the domestic action concerning human reproduction is taking place at the state level. To (a) give students experience researching both existing state laws and regulations and proposed changes to laws and regulations and (b) provide a forum for discussions about policy differences and current events, students will be expected to participate in a TWEN based discussion board. Each student will be assigned two States. Throughout the semester, students should post information about what is happening in their States with respect to the in-class discussion topic (contraception, IVF, Insurance coverage, abortion, etc.). Students can earn up to 10 points toward their final grade by making thoughtful, informed posts about their States, and by commenting thoughtfully on

the posts of others. Students are expected to post 5 or more times during the semester.

## **Paper**

Each student must complete a legal research paper on a topic related to the beginning of life in which the student takes a position on an issue and provides legal argument in support of the position. The final paper should be at least 14 pages in length (double-spaced, 1 inch margins, 12-point Times New Roman type, numbered pages) using proper law review style Bluebook citation in footnote form. The paper is *not* designed to meet the School's upperclass writing requirement. Students willing to write a more substantial paper may request my permission to use their paper to satisfy the upperclass writing requirement.

Papers will be graded on an 80-point scale using the following criteria: topic and research plan (5 points); thesis statement and outline (5 points); timely and complete first draft (5 points); clearly articulated thesis, analysis and argument (40 points); quality of research (15 points); organization, style, grammar, spelling, readability, and bluebook citation (10 points). Late submissions will receive a three (3) point deduction immediately and a three (3) point deduction for each additional day (24 hours) late.

Deadlines for the paper are as follows:

- September 6, topic and preliminary source list
- October 4, Thesis statement and annotated outline. The thesis statement should set forth the position you intend to argue in the paper. The outline should include major and minor topics to be covered, and the sources you have consulted for each.
- November 8, complete draft of paper (one for prof, 2 for peer reviewers)
- November 29, final draft

## **Presentations**

Students will lead a discussion on their papers during the last three weeks of class. Students working on the same or similar topics will be asked to present in groups. I will assign dates for presentations and distribute copies of the papers

prior to the class sessions. Each presentation should include both an informational and a participatory component.

**READING ASSIGNMENTS (the professor reserves the right to change assignments to reflect developments in the law and student interest in specific topics):**

**Week 1, August 23rd:** Thinking about Human Reproduction, an Introduction to sex, science, and the law.

Read for class: Text pages 1-84

**Week 2, August 30th:** Traditional reproduction: constitutional and common law doctrine

Read for class: Text pages 85-117, 137-181

**Week 3, September 6th:** Abortion – seminal cases and the big questions

Read for class: Text pages 117-137

The Abortion papers:

<http://groups.csail.mit.edu/mac/users/rauch/nvp/roe/woodward.html>

Assignment: post an update about your state and its laws regarding abortion on the TWEN discussion board.

**Week 4, September 13th:** Abortion – modern issues

Read for class:

*Stenberg v. Carhart*, 530 U.S. 914 (2000)

*Gonzales v. Carhart*, 550 U.S. 124, 127 S.Ct. 1610 (2007)

*Planned Parenthood v. Rounds* (available at

<http://www.ca8.uscourts.gov/opndir/08/06/053093P.pdf>)

*Texas Medical Providers v. Lakey*

(<http://www.ca5.uscourts.gov/opinions/pub/11/11-50814-CV0.wpd.pdf>)

**Week 5, September 20th:** Regulation of maternal conduct during pregnancy

*In re A.C.*, 573 A.2d 1235 (D.C. Ct. App. 1990).

*Matter of Dubreuil*, 629 So.2d 819 (Fla. 1993).

*Pemberton v. Tallahassee Memorial*, 66 F.Supp.2d 1247 (N.D. Fla. 1999)

*Fosmire v. Nicoleau*, 75 NY2d 218, available at

<http://www.childrensmarcy.org/content/uploadedFiles/Fosmire%20v%20Nicoleau.pdf>

**Week 6, September 27th:** The Baby Business, at home and abroad – Part 1  
Read for class: 183-248

**Week 7, October 4th:** Attend the Journal of Science and Technology's Symposium.

**Assignment:** Post to TWEN a one page essay describing something you learned at the Symposium. Due: October 11.

**Week 8, October 11th:** Baby Business, at home and abroad – Part 2  
Read for class 249-299

**Week 9, October 18th:** Choosing our children  
Read for class: 299-358; 389-393  
Skim: 367-389

\*\*\* Class will be conducted remotely today. Stay tuned for details. \*\*\*\*\*

**Week 10, October 25th:** – Parentage, parental rights and surrogacy  
Read for class 395-488

**Week 11, November 1st:** Building families through donor gametes; mishaps in the lab  
Read for class: Text 489-548

**Week 12, November 8th:** - Post-mortem reproduction, custody of frozen embryos  
Read for class: 549-586; 599-681

**Week 13, November 15th:** Unfinished business, and  
Student Presentations

**Week 14: Thanksgiving Break November 21-23**

**Week 15, November 29th: (last day of class)**  
Student presentations



# BIOETHICS SEMINAR SYLLABUS

Prof. Michelle Meyer

Fall 2013

Mon. & Wed., 9–10:15 a.m.

1928 Building, Room E117

## INSTRUCTOR CONTACT INFORMATION

- E-Mail: [mmeye@albanylaw.edu](mailto:mmeye@albanylaw.edu)
- Phone: (617) 571-3795 (cell)
- Office Hours: By appointment. In addition, I will almost always be available to meet after class, or (with notice) before class.
- Background, writing, etc.: [www.michellenmeyer.com](http://www.michellenmeyer.com)

## COURSE OVERVIEW

This course provides an introduction to the major legal issues and concepts arising in the field of bioethics: clinical decision-making involving competent patients, including the right to refuse life-sustaining treatment and the limits of consent (futility, physician-assisted suicide, and experimental treatment); surrogate decision-making for never-competent, formerly-competent, and future-competent patients; decision-making in human subjects research and the increasingly blurry boundary between research and the practice of medicine; regulation of decisions to procreate (coerced contraception, abortion, and sterilization, and mandatory maternity leave) and decisions not to procreate (voluntary use of contraception, abortion, sterilization, and a variety of assisted reproductive technologies, including genetic testing, selection, and “engineering,” as well as regulation of behavior during pregnancy); genetics (testing, privacy, discrimination, various conflicts that occur among family members); public health law (infectious disease, illegal drugs, the dangerous mentally ill, and obesity); death and organ transplantation; and access to and allocation of healthcare.

## COURSE GOALS/OBJECTIVES

1. To improve students’ research, writing, analytical, and oral communications skills by requiring a major presentation and paper
2. To develop the ability to analyze real-world legal conflicts arising in medicine, research, reproduction, and public health using acquired knowledge of the principles of bioethics
3. Participate meaningfully as a member of an institutional review board in the evaluation of human subject research protocols and as a member of a hospital ethics committee
4. Present expert analysis of the legal and ethical issues raised by a topic of the student’s choice





## REQUIRED TEXTS

- *Bioethics and the Law* (Dolgin & Shepherd eds., 3<sup>rd</sup> ed. 2013)
- Occasional additional readings, which will be provided

## TEACHING METHODS

This seminar will be heavily discussion-based, with minimal lecture. I will come to class each day prepared to guide discussion with probing questions, but ultimately the quality of our discussion will depend at least as much on your contributions as on mine. For more details about class participation, paper presentations, and peer feedback, please see the Grading Policy section of this syllabus.

**COURSE SCHEDULE**

*For readings assignments, please refer to the detailed reading schedule at the end of this document. I reserve the right to make changes to the reading assignments in order to take into account pacing and student interest. You will have a minimum of one week's notice of any such changes.*

Aug. 19 & 21	Clinical Decision-Making: I.A, B & C
Aug. 26 & 28	Clinical Decision-Making: I.D
Sept. 4 (No class Sept. 2)	Clinical Decision-Making: II
Sept. 9 & 11	Clinical Decision-Making III; <b>PAPER TOPIC APPROVED BY 9/11</b>
Sept. 16 & 18	Decision-Making in Human Subjects Research
Sept. 23 & 25	Between the Clinic and the Lab
Sept. 30 & Oct. 2	Regulating Decisions (Not) To Procreate
Oct. 7 & 9	Regulating Decisions (Not) To Procreate; <b>PAPER OUTLINE DUE BEGINNING OF CLASS ON 10/9</b>
Oct. 16 (No class Oct. 14)	Regulating Decisions (Not) To Procreate
Oct. 21 & *23 (*guest lecturer or reschedule)	Regulating Decisions (Not) To Procreate
Oct. 28 & 30	Public Health Law & Ethics;
Nov. 4 & 6	Defining Death, the Body & Its Parts As Property, & Organ Transplantation; <b>DRAFT PAPER DUE TO PEER BEGINNING OF CLASS ON 11/4</b>
Nov. 11 & 13	Access to & Allocation of Healthcare; Healthcare Discrimination & Disparities; <b>PEER REVIEW DUE BEGINNING OF CLASS ON 11/11</b>
Nov. 18 & 20	Catch-Up (if necessary); Student Presentations
Nov. 25 (No class Oct. 27)	Student Presentations
Dec. 2	Student Presentations; Course Evaluations; <b>FINAL DRAFT OF PAPER DUE BEGINNING OF CLASS ON 12/2</b>



## GRADING POLICY

Per Chapter I, Section G of the Student Handbook, grades are defined as follows:

- A: Excellent-demonstrating superior ability in the fulfillment of course requirements.
- B: Good-demonstrating skill and proficiency in the fulfillment of course requirements.
- C: Satisfactory-demonstrating basic competence in the fulfillment of course requirements.
- D: Poor-demonstrating minimal competence in the fulfillment of course requirements.
- F: Failure-failing to demonstrate competence in the fulfillment of course requirements.
- FW: Failure-failing to take exam and failing to withdraw from course.

Within each of the above categories (with the exception of "Failure") pluses or minuses may be added to differentiate levels of accomplishment. The numerical values of letter grades are as follows:

A+: 4.3	C: 2.0
A: 4.0	C-: 1.7
A-: 3.7	D+: 1.3
B+: 3.3	D: 1.0
B: 3.0	D-: 0.7
B-: 2.7	F: 0
C+: 2.3	FW: 0

Your grade for this course will be based upon the following:

- Paper (60%)
  - 40 points: Clearly articulated thesis that is developed throughout the paper and is supported by sound analysis and argument
  - 10 points: Quality (not necessarily quantity) of research: student has identified and paper relies on appropriate sources
  - 10 points: Organization, style, grammar, spelling, readability, and Bluebook citation
- Presentation of paper to class (10%)
- Written feedback provided to peer on his or her paper (10%)
- Class participation (20%)

**Paper (60%)**



Each student must identify a topic in contemporary bioethics on which there is divided opinion and conflicting analysis (or else a novel, possibly hypothetical, issue or case that would be likely to engender such conflicting analysis), and complete a legal research paper in which the student identifies the most persuasive legal and ethical arguments and ultimately takes and defends a position on the chosen issue. (Other formats are possible—e.g., draft or model regulations or legislation or an assessment of a proposed rulemaking; an appellate or amicus brief or judicial opinion; or a factual investigation and report on, say, alleged research misconduct. If you're interested in pursuing something other than a traditional legal research paper, talk to me, and we'll discuss what would be required.)

The final paper should be 18-22 pages in length (double-spaced, 1 inch margins, 12-point Times New Roman type, numbered pages) using proper law review style Bluebook citation in footnote form. Students wishing to write a slightly more substantial paper (25 pages) to fulfill the School's upperclass writing requirement may request my permission to use their paper to do so.

The paper may be on a topic of your choice, but *I must approve it in advance*. Research papers should ordinarily be based on a minimum of 10 primary sources (i.e., cases, regulations, statutes, and articles in academic and professional journals). Popular press sources are acceptable—and often a good source of inspiration for fact patterns to analyze—but generally should not be relied on as authoritative and should be used in addition to primary sources.

*The policies governing plagiarism and multiple submissions, which appear at Chapter 1, Section K of the Student Handbook, apply to this course.*

Deadlines for the paper are as follows:

- 9/11: Paper topic should be approved by me. See me before or after class, make an appointment to talk, or email me.
- 10/9: You are encouraged to submit to me, for feedback, a working outline of your paper, including a thesis statement and initial bibliography. I will not grade these, and indeed they are not required. If you would like to take advantage of this opportunity, however, they are due at the beginning of class.
- 11/4: At the beginning of class (or by 9am via email, if you cannot attend class), please submit a draft of your paper to both me and the peer to whom I have assigned you.
- 11/11: At the beginning of class (or by 9am via email, if you cannot attend class), please return to both me and your peer your comments on his or her draft paper.
- 12/2: Final papers are due to me at the beginning of class (or by 9am via email, if you cannot attend class).



*For all of the above deadlines (draft paper, peer review comments, and final paper), late submissions will receive an immediate one-third letter grade deduction (e.g., from a B+ to a B) and an additional one-third letter grade deduction for each additional day (24 hours) late.*

### **Advice for research papers**

The best legal research papers will either analyze a novel issue or analyze a familiar topic but take a novel position on it or take a position that uses novel arguments. In other words, the best papers will be publishable. Rather than merely summarizing the existing “pro” and “con” arguments on a topic and declaring one side’s arguments stronger than the other’s, they will make a novel contribution to that debate.

Do not be misled by the description of this paper as a “research” paper; mere book reports that simply gather factual information about a topic and about the arguments of others are unacceptable. The kind of legal research paper required for this course requires a **thesis**. A thesis is a central integrating argument that is systematically developed throughout the paper. The thesis should be logically developed, building up your arguments point by point, and display a critical and analytical approach to the subject. Although you should clearly and concisely state your thesis at the beginning of your paper, your thesis should not be confused with either the “topic” of the paper (e.g., a paper about physician-assisted suicide) or the also critical “roadmap” (i.e., “This paper will cover, first, second...”). Spend a great deal of your conceptual efforts in constructing a lucid and well-reasoned thesis statement. Descriptive material should normally be avoided unless it contributes to the argument or is necessary background. Again, it is not enough simply to summarize the collection of books and articles that you have read about the topic. A good paper needs to independently and critically analyze the central question(s), provide an assessment of the existing knowledge about the topic, the significant contributions which you have made to that knowledge through research and analysis, and express your own original thoughts and conclusions.

Avoid making superficial or overbroad claims that will not stand up to scrutiny. Do not ignore counter-arguments; anticipate and refute them if possible, or else take them into consideration in your final assessment. Similarly, do not ignore evidence that does not support your case. If you adopt a single perspective, you must demonstrate a critical awareness of its strengths and weaknesses. On the other hand, do not accept others’ arguments as gospel. If necessary, stipulate to facts, but otherwise you must examine the evidence (normative, empirical, etc.) critically. Your task as a writer is to examine the evidence and the arguments, and then provide an orderly analysis and come to your own conclusions.

Your paper should be organized systematically: (1) state clearly your thesis (a proposition laid down or stated, especially as a theme to be discussed and proved, or to be maintained against attack), (2) explain how you will systematically develop your thesis (forms of reasoning—e.g., logical argument, empirical evidence, case studies), (3) provide a roadmap (statement of how the paper will be organized), (4) proceed to systematically develop the thesis throughout your paper. Be sure to write *clearly* with thesis paragraphs, topic sentences, and transitions—all necessary for lucid writing.



Once you have selected and defined your topic, and done some initial reading, draw up a draft plan. In the first instance, the plan is likely to be simply a list of research questions. You will add new aspects as you do more research, while others will be eliminated as irrelevant. Do not expect your first plan to remain fixed; completing any project is a dynamic process and it is likely to change as you develop your reading and research. Often your paper will develop with a cyclical process: you begin with a rough idea of what might be found or argued, you modify this idea as you get into the topic, discard some ideas and concentrate on others, refine the research question, and so on. I will help you plan and outline the paper, but the project needs to be an independent piece of work. One purpose of the paper is to give you a chance to show your capacities for independent work.

### **Peer Review (10%)**

In addition to writing themselves, most lawyers critique the writing of others, often their junior colleagues. I will pair students together according to paper topic (as best I can), and each student will be required to read and comment on the other's draft paper, which will then be returned to both the other student and me. Broadly speaking, this task requires you to review the advice about writing papers, above, and ask how well the draft you're reviewing meets those criteria and how it can be improved.

### **Presentation (10%)**

In addition to writing and critical and analytical reasoning, oral communication is among most lawyers' most important skills. Students will present their papers during one of the last four class sessions. Once the drop period has passed and I know how many students will be presenting and, thus, how much time each student will have, I will randomly assign dates for presentations and will provide more information about what I expect of the presentations. In general, your goal—whether you use PowerPoint, handouts, the dry erase board, or just voice—should be to communicate in a clear and engaging way, and at an appropriate level given your audience and their likely background knowledge.

### **Participation (20%)**

I expect you to attend our sessions, to have read and thought about the materials, and to be prepared to discuss them. In a seminar, I prefer volunteers, but I will cold call people, if necessary, to involve them in the discussion. Quality of participation is more important than quantity. Good participation helps advance the discussion by building off fellow students' comments, clarifying points of confusion, helpfully redirecting the conversation, etc. That said, *in general, you should expect to volunteer speak in at least two-thirds of our class sessions in order to do well in the course.* I will "grade" your participation after each class (with a system of checks, plusses, and minuses). I will not notify you of these "grades," but you are welcome to ask how you're doing during the semester.

I've assigned an average of 60 pages per week. *I will almost certainly adjust the assigned readings somewhat based on class pace and interest.* However, I will give you a minimum of one week notice before doing so, and I will not significantly alter the 60-page-per-week average.



This class involves some sensitive subjects (e.g., abortion, death and dying). You should of course show civility and respect to one another as we discuss these matters. However, one of the professional skills we model in law school is the ability to be analytical and make arguments that are in conflict with our own normative priors. I may press you to make arguments on behalf of conclusions you find repugnant or to attack doctrinal results that you view as sacred. View the class as an intellectual playground—a place where we can explore ideas without attributing them to, or judging, the speaker.

Laptops are permitted in class, but please avoid any use of your laptop that is likely to prove distracting to other classmates (i.e., avoid any non-text based laptop use).

## ATTENDANCE POLICY

The Attendance Policy that appears in Chapter 1, Section D of the Student Handbook applies.

## DETAILED READING SCHEDULE

*I reserve the right to make changes to the reading assignments in order to take into account pacing and student interest. You will have a minimum of one week's notice of any such changes.*

### Clinical Decision-Making

- I. Competent patients (95)
  - A. Informed consent and the right of competent patients to refuse life-sustaining treatment: 46–62; 69–70 nn. 1–2; 452–68 (34pp)
  - B. Questioning competent patients' decisions: 84–90; 554–557 (part A) (9pp)
  - C. Privacy & confidentiality: 96–103 (challenging issue through n.2); 107–8 n.9; 108: challenging issues (10pp)
  - D. What competent patients can't demand/consent to: fertility & PAS: 468–474; 582–585; 475–511 (42pp)
- II. From competence to incompetence (33)
  - A. Competent patients deciding for their incompetent future selves: advanced directives: 439–452 (13pp)
  - B. Patients of uncertain competence: 569–581; 75–83 (20pp)
- III. Deciding for incompetent patients (60)
  - A. Overview of surrogate decision-making: 557–564 (7pp)
  - B. No longer competent: 568–69 (part D.); 420–438; 70–75 (23pp)
  - C. Never competent: 564–568; 600–601 n.5 (Ashley Treatment) (5pp)
  - D. Never competent people who will become competent (i.e., children): 588–614—but skip pp. 600–601 n.5 (Ashley Treatment) (25pp)

**Decision-Making in Human Subjects Research (64)**

Pp. 677-743 (stop before #5 on p.743). Skip both Challenging Issues on pp. 732-733, and when the casebook prompts you to do so, please read *Greenberg* at pp. 62-66. Please be sure to carefully read both the Belmont Report and, especially, the federal regulations (pp. 699-713).

**Between the Clinic & the Lab: Innovative Treatment & Learning Healthcare Systems (31)**

- I. Innovative treatment: 743-752; 732-33 (both Challenging Issues); 66 nn.4-5
- II. Learning healthcare systems: *Hastings Center Special Report* (2013) (provided), selections by: Solomon & Bonham (S2-3); Kass et al. (S4-15); Menikoff (S30-31); Selby & Krumholtz (S34-35); and Platt et al. (S37-39). All other contributions are recommended but not required

**Regulating Decisions (Not) To Procreate (216)**

- I. Personhood: 121-153 (32)
- II. Regulating decisions not to procreate: 276-320 (44)
- III. Regulating decisions to procreate
  - A. Coerced sterilization and contraception: 249-275 (26)
  - B. Assisted reproductive technologies: 321-394; 204-214 (83)
  - C. Maternal-fetal relations: 395-416 (21)
- IV. Wrongful life & wrongful birth: 171-180 (9)

**Genetics (33)**

- I. Genetic testing: 182-203; 215-220
- II. Duty to disclose to families?: 103-106 nn. 4-6
- III. Genetic discrimination: 670-674
- IV. Review *Greenberg*: 62-66
- V. Additional reading TBA

**Public Health Law & Ethics (61)**

- I. Infectious diseases: 753-759; 761-796; 106 n.7
- II. The dangerous mentally ill: 796-801
- III. Illegal drugs: 759-760; 801-805
- IV. Obesity: 805-814

**Defining Death, the Body and Its Parts as Property, & Organ Transplantation (69)**

- I. Getting and allocating organs: 109-119; 918-937; 527-542 (44)
- II. Defining death and controversial sources of organs: anencephalic infants & PVS patients: 513-526; 158-159 (15)
- III. Other uses of dead bodies: 542-552 (10)





**Access to & rationing of health care; Healthcare discrimination & disparities (68)**

- I. Scope of the obligation to treat: 901-909 (8)
- II. A right to health care?: 938-959 (21)
- III. EMTALA & immigrants: 632-635 (3)
- IV. Persons with disabilities: 638-655 (17)
- V. Healthcare disparities: 615-629 (14)
- VI. Age-based rationing: 664-669 (5)

# The Bioethics Program

Union Graduate College  
Mount Sinai School of Medicine



19 September 2013

Dr. Kamiar Alaei  
Director, Global Institute for Health and Human Rights  
University at Albany  
Science Library, G-40  
1400 Washington Ave.  
Albany, NY 12222

Dear Dr. Alaei,

As the Director for the Center for Bioethics and Clinical Leadership at Union Graduate College, it is my pleasure to affirm our commitment to support your proposal to develop a Certificate in Health and Human Rights. I see this proposal as an important expansion of efforts to provide students with a strong foundation in social justice and human rights.

As you know, the Center for Bioethics and Clinical Leadership is the administrative home of the Bioethics Program, a joint program between Union Graduate College and the Icahn School of Medicine at Mount Sinai. That program, which has earned international recognition for its combination of rigorous course work and competency-based practical training, provides graduate-level education in clinical ethics, research ethics and bioethics policy.

With a \$1.2 million grant from the US National Institutes of Health Fogarty International Center, we also offer a Certificate in Research Ethics for researchers, clinicians, policymakers and other stakeholders from low- and middle-income countries in the post-Communist countries of Eastern Europe and Central Asia.

Most of these courses that we offer through the Bioethics Program are delivered online. Many of these extremely popular courses – Reproductive Ethics, Public Health Ethics, and International Bioethics, to name but a few – would be directly relevant to your Certificate in Health and Human Rights. I have included copies of the syllabi from these courses with this letter (along with a copy of my CV). We would be happy to have students in your Certificate enroll in these courses as they are offered throughout the academic year.

Sincerely,

A handwritten signature in black ink, appearing to read "Sean Philpott", written over a horizontal line.

Sean Philpott, PhD, MSBioethics  
Director, Center for Bioethics and Clinical Leadership



Albany College of Pharmacy  
AND HEALTH SCIENCES

Kamiar Alaei, Director  
Global Institute for Health and Human Rights

Michael Pittman, Ph.D.  
Chair, Department of Humanities and Communication  
Associate Professor of Humanities, Religion, and Literature

20 September 2013

Dear Dr. Alaei:

Thank you for the invitation to support the Certificate in Health and Human Rights. The Department of Humanities and Communication at Albany College of Pharmacy and Health Sciences is very enthusiastic about supporting the program. Already in place, Ethics 510: Health Care and Human Values can accommodate students from the certificate program each year. As can be seen from the included syllabus, the course focus progresses from general concerns about one's life (such as recognizing the importance of passion in a person's life) to the increasingly specific concerns about serving as a valuable, moral member of a profession (such as realizing the importance of empathy for a patient dying of ovarian cancer), the themes covered in this course relate to the larger issues of our students' profession. This course also exposes the students to works that treat the topics of health care and human values, the responsibilities of the scientist, the use of drugs in our society, and alleviation of suffering; this course provides the students with the opportunity to explore these themes in written and discussion form.

We also plan to offer courses in the near future that should fit in with the program and for which we can reserve seats for students from the program, including a new course entitled Ethics 515: Health, Disease, and Authority in Medicine a course which looks to understand the complex interplay of scientific and social forces shaping understandings of health and disease, rather than a simplistic understanding that health and disease are objective categories. We also hope to develop new courses in the future which will fit in to the program and contribute in general in any way we are able.

I have included the syllabus for ETH 510: Health Care and Human Values as well as the syllabus for ETH 515: Health, Disease, and Authority in Medicine. I also include my own letter of support and CV, as well as the letters of support and CVs from Dr. Kevin Hickey and Dr. Ray Chandraskara who both teach Health Care and Human Values, and Dr. Barry DeCoster who will teach Health, Disease, and Authority in Medicine.

Please do not hesitate to contact me if you have further questions.

Cordially,

Dr. Michael Pittman  
[michael.pittman@acphs.edu](mailto:michael.pittman@acphs.edu)  
518-694-7385



September 23, 2013

Dr. Kamiar Alaei  
Director, Institute for Health and Human Rights

Dear Dr. Alaei,

Thank you for contacting me about your proposed Certificate in Health and Human Rights. Professor James Acker and I co-teach *RCRJ 720 Wrongful Convictions* in the School of Criminal Justice, here at the University at Albany. We would be most pleased to offer this class as an elective course in completion of the certificate. Currently, we teach the course every other spring semester.

The course syllabus is attached. As you can see, this interdisciplinary class provides an overview of the causes, correlates, and consequences of convicting persons who are factually innocent. Although not typically framed as a human right issue, clearly arresting and imprisoning persons innocent of wrongdoing clearly violates fundamental rights of freedom, privacy, and other constitutional privileges.

This course, as well as all the proposed courses in the certificate, is an important addition to understanding the entire spectrum of health (physical, psychological, emotional) and rights. In the United States alone, the current number of persons wrongly convicted who have been exonerated is 1,215, a count which does not include the untold numbers whose stories have yet to be identified as miscarriages of justice. Because of this University's emphasis on global issues and making "the world within reach," your proposed certificate is imperative.

I have attached copies of my and Professor Acker's curriculum vitae. Please let me know if you require any additional material at this time, and I look forward to collaborating.

Sincerely,

Allison D. Redlich, Ph.D.  
Associate Professor  
School of Criminal Justice

27 September 2013

Dr. Kamiar Alaei  
Director, Global Institute for Health and Human Rights  
University at Albany  
Science Library, G-40  
1400 Washington Avenue  
Albany, New York 12222

Dear Dr. Alaei,

It is my pleasure to accept your invitation to participate in the proposed Certificate in Health and Human Rights which includes, as a required course HHPM 642, Health Law. I will be very pleased to include students working toward a Certificate in Health and Human Rights offered by the Global Institute for Health and Human Rights when I next teach the course in 2014- 2015.

As an affiliated faculty member of the University at Albany Institute for Health and Human Rights, I am most interested in supporting course offerings that further an understanding of the relationship between public health law and the human right to health. HHPM 642 aims to provide students with practical understanding of the basic concepts and tools used in public health law, skill in navigating its substantive and procedural realms, appreciation for how it has developed and changed over time, and insight into how law may be harnessed to improve public health in the future. I have taught the course during three previous semesters. Evaluations by students who have completed the course have been very positive.

Topics covered include the legal foundations for public health practice; federal, state and local public health powers and duties; legislative and administrative processes; legal interventions and approaches to preventing and controlling infectious, food-borne, chronic, and sexually transmitted diseases; laws governing preparation and response to public health emergencies; legal and ethical considerations in research, genetics and biomedical sciences; laws affecting privacy and confidentiality; law and environmental health; and international law and global health.

I have attached a syllabus for the course as well as I copy of my CV. Please let me know if you require any additional material.

Sincerely,

Russ



Edmund Russell Altone, JD, MA, MPH  
Clinical Associate Professor  
Department of Health Policy, Management and Behavior  
University at Albany School of Public Health

18 September 2013

To: Kamiar Alaei, Director, Institute for Health and Human Rights

From: Bonnie Steinbock, Department of Philosophy

Re: A PHI 517, Bioethics, and BIE 545, Reproductive Ethics

I am pleased to accept your invitation to participate in the proposed Certificate in Health and Human Rights, which would include, as electives, two courses I currently teach.

One of the courses, A PHI 517, Bioethics, is offered as a seminar through the Philosophy Department. I last taught it in Spring 2013, as a shared-resource class. The subject matter of the class varies within the general field of bioethics. As you see from the attached syllabus, the last time I taught the class, I focused on reproductive ethics, starting with abortion and ending with our obligations to future generations. Reproductive ethics is an important part of women's global health and so would fit into the curriculum for the Certificate in Health and Human Rights. In future, I might focus on other issues in bioethics relevant to health and human rights, for example, end of life issues.

The other class is a course in Reproductive Ethics, BIE 545, which I have taught through the online Bioethics Masters program at Union Graduate College and Mount Sinai School of Medicine for the past 8 years. I attach the syllabus from Summer 2013, where you can see that the focus is on assisted reproduction and the right to reproduce.

I have decided to retire from the University at the end of the spring 2014 semester. I have applied for an O'Leary Professorship. In fulfillment of the O'Leary (should I be awarded one), I would teach one course a year. Should I get the O'Leary, I would teach A PHI 517 in Fall 2014 as an online course. I could reserve up to three spaces for students in the certificate program. The current chair of the Philosophy Department, Prof. P.D. Magnus, has confirmed that this is acceptable to the Philosophy Department.

I plan to teach BIE 545 in Summer 2014, and would be happy to allow up to three students from the certificate program to join that course, if this is acceptable to the Director of the Union/Mount Sinai program. My conversations with Sean Philpott indicate that this would be fine.

The O'Leary Professorship is given for one year, and renewable up to three years, so any offering of courses by me after 2014 would have to be worked out.

In addition to the two syllabuses, I attach a shortened version of my resume. If you need more information, please let me know.

Sincerely,



Bonnie Steinbock, Professor of Philosophy





Albany College of Pharmacy  
AND HEALTH SCIENCES

September 20, 2013

Dr. Kamiar Alaei  
Director, Global Institute for Health and Human Rights  
University at Albany  
Science Library, G-40  
1400 Washington Avenue  
Albany, New York 12222

Dear Dr. Alaei,

It is my pleasure to accept your invitation to participate in the proposed Certificate in Health and Human Rights offered by the Global Institute of Health and Human Rights (GIHHR). I am excited to have the opportunity to expand my work with students focused on health and human rights and to include students from the Albany College of Pharmacy and Health Sciences (ACPHS) and surrounding campus communities in my courses and research. I have taught Health Care and Human Values (ETH 510) in the past and also plan to offer Health and Social Policy course (SOC 420/520) that would offer students in the certificate program a chance to study the specifics of health and social policy domestically with a look at international policy as well.

Additionally as program director for the ACPHS bachelor's degree program focused explicitly on human health, I wish to be involved with the collaborative model of this certificate and with GIHHR in order to facilitate opportunities for my students, as they pursue graduate study. The Health and Human Sciences Program at ACPHS explores the intersection of health, health care, science, policy and the social world. For more than a century, ACPHS has provided students with a strong education in the biological sciences. The Health and Human Sciences program builds upon that recognized strength by adding the perspectives of the social sciences to provide the tools and expertise needed in contemporary health care marketplace. Our students are well prepared to contribute to this certificate program and our faculty is extremely supportive and competent to offer relevant and intriguing coursework.

The proposed certificate is timely and critical and well poised to contribute to the success of future students from the affiliated programs. ACPHS, its' students and faculty, look forward to our joint involvement in the certificate and with the GIHHR. I am attaching a syllabus for the Health and Social Policy course as well as a copy of my CV. Please let me know if there is anything else I can provide to you. I look forward to working with you as we move support the GIHHR and this certificate program.

Sincerely,

Wendy M. Parker  
Assistant Professor of Sociology  
Director, Health and Human Sciences Program  
Albany College of Pharmacy and Health Sciences  
106 New Scotland Ave  
Albany, NY 12208  
[Wendy.parker@acphs.edu](mailto:Wendy.parker@acphs.edu) 518-694-7361

10 September 2013

To: Kamiar Alaei, Director, Institute for Health and Human Rights

From: Carol Whittaker, Director, Center for Global Health

Re: HPM 645, Introduction to Global Health

It is my pleasure to accept your invitation to participate in the proposed Certificate in Health and Human Rights which includes, as a required course, HPM 645, Introduction to Global Health. I would be honored to teach the course which has been developed for delivery on-line but can also be delivered in the classroom. I will plan on including your students in an offering of the course at least once per year.

As you will note from the syllabus accompanying this letter, the course focuses to a large extent on health equity and social justice issues. In 2011, the Association of Schools of Public Health (ASPH) developed a framework for global health competencies which has been adopted for the Certificate in Global Health and many of the specific competencies are reflected in this course.

The importance of this course (and others included in the Certificate) cannot be overstated. At a time when all students must have the opportunity to develop perspectives on global issues and in a University that brings "the World Within Reach," we are obligated to offer such courses and encourage all students to participate in them. This specific course has proven to be very popular and, over the past few years, its popularity has increased as more and more students have demonstrated an increasing interest in issues related to global health.

In addition to the long form of the syllabus, I have attached a copy of the shorter form as well as a copy of my resume. Please let me know if you require any additional material at this time.