

# Global Justice: Health, Development & Human Rights

**Units** 1.0  
**Time** Monday, Wednesday: 3:00–4:20PM  
**Location** CMUQ 3048  
**Assistant** Aved Sheikh, [aved@cmu.edu](mailto:aved@cmu.edu)

**Instructor** Professor David Emmanuel Gray  
**Contact** CMUQ 1039, [d-gray@northwestern.edu](mailto:d-gray@northwestern.edu), [@ProfessorDEG](https://twitter.com/ProfessorDEG)  
**Office hours** Sunday, Tuesday, Wednesday: 9:30AM–12:00PM; Tuesday, Thursday: 1:00–3:00PM

## Course Overview

### Description

Around 1.1 billion people live on less than one dollar a day, in a condition the World Bank refers to as extreme poverty. Those who live in extreme poverty frequently lack effective access to proper nutrition, adequate shelter, safe drinking water, and sanitation. As a result, they also bear the greatest burdens of famine and epidemic disease, and they also frequently face social and political conditions of unrest and systematic oppression.

In this course, we will pursue the question of what, if anything, we in technologically and economically developed nations owe to the global poor. It therefore focuses considerable attention on competing theories of global distributive justice, as well as the relationship between poverty, health, and human rights. We will critically examine different strategies for international development that emphasize one or more of these three things, and we will consider how information about their complex interrelationships should be factored into the development process.

We begin the course by briefly reviewing the role that social institutions, like those making up the Bretton Woods Institutions (the World Bank and the International Monetary Fund), play in assessing and responding to extreme poverty in the developing world. This will also allow us to gather some initial data concerning the causes of extreme poverty and understand those areas of the world especially affected by it. The majority of the course is then spent assessing several different claims about the developing world's obligation, or lack thereof, to those in extreme poverty. This will involve considering several competing theories of justice. We then end the course by looking at how these various theories influence actual proposals for international aid.

### Readings

All readings will be posted on the course webpage. You are expected to read all the assigned material according to the class schedule on pages 3 & 4.

### Objectives

By the end of this term, I expect that you will be able to:

- Assess competing claims concerning what citizens in developed nations owe to those in extreme poverty,
- Form considered judgments about what you critically assess to be the most defensible positions on this issue, and
- Communicate your analysis of this issue through both verbal and written discourse.

I have designed each course requirement with these objectives in mind.

### Announcements & Other Communication

I will post important information on the course webpage, so please routinely check for updates at

<http://www.andrew.cmu.edu/user/degray/HDHR/>

Otherwise, I am glad to answer your questions, discuss your work, or respond to your concerns. Please see me at my office hours or get in touch via email.

### Submitting Assignments

To encourage proper citation of sources, all assignments must be submitted to TurnItIn. Please refer to page 5 for more information about my academic integrity policy, and also see page 6 for setting up and using TurnItIn.

### Requirements & Grading

Philosophy is a full-contact sport, but conducted as a cooperative process. Together we wrestle with arguments and not attack those making them. Classes will typically follow an instructor-guided seminar format, driven by discussion of the readings and the arguments they contain. As a result, the quality of the course depends critically on your individual attention and participation. The purpose of us coming together as a class is to learn and engage in philosophical activity as a group.

I strongly encourage you to discuss the course's material outside of class with your fellow classmates, friends, and family, as well as with myself. However, all your work must be done independently, unless otherwise noted. You are expected to be familiar with the university policies on cheating and plagiarism. If you have any questions, please ask; do not assume.

**Assignments** include out-of-class participation via Twitter, class summaries, 2 analytic summaries, 4 position papers, and 1 donation presentation. Please refer to page 2 for details.

The total points will vary from assignment to assignment. However, each is ultimately scaled to a score from 0 to 5. Unless you are notified of otherwise, the grading distribution will be as follows:

4.67–5.00	A+	3.67–3.99	B+	2.67–2.99	C+	1.00–1.99	D
4.33–4.66	A	3.33–3.66	B	2.33–2.66	C	0.00–0.99	F
4.00–4.32	A–	3.00–3.32	B–	2.00–2.32	C–		

Your final course grade will be on the same 5-point scale, with each assignment weighted as indicated on page 2. (The wise student will realize this provides a chance to recover if you do extremely poorly on an assignment.)

If during the semester you wish to know how you are currently doing in more specific terms than what you can infer from this information, do not hesitate to meet with me. Please note, however: due to Family Educational Rights and Privacy Act (FERPA) regulations, *I will not transmit grade information over email*. All discussion of grades must be done face-to-face with me.

### Late Assignment & Absence Policies

I do *not* accept late assignments, and you get *no* "free" absences. There is one exception: You and I agree on a reasonable accommodation *prior* to the due date or the day you are missing class. I will consider arrangements after the fact only in extraordinary, documented circumstances. I recognize this is extremely demanding. *If you do not feel that you can satisfy this, please enroll in another course.*

### Participation & Attendance

Every class meeting will involve all of us actively *doing* philosophy, rather than passively absorbing what others may say about philosophical issues. As such, attendance and participation are very important. I expect you to show up to class on time, participate thoughtfully, ask questions when you are confused, take notes, and have a grasp of what was accomplished in each meeting. *Attendance is therefore required without exception, and anyone showing up more than 10 minutes late will be politely asked to leave and come back (on time) to our next class meeting.* To enforce this policy, I will promptly take attendance at 3:00PM. If you arrive after I have called your name, then you will be marked as tardy. Please refer to page 2 for more details.

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# Assignments

## Reading

Most days of class will have an assigned reading (see the schedule on pages 3 & 4) that you will be expected to have read and thought about *before* class. This will allow us to devote more time to discussing and assessing the texts rather than simply reviewing their contents. Hence, you need to do more than merely peruse the readings: you must endeavor to understand what they are trying to convey. Keep in mind that reading philosophy is not like reading a novel or a textbook. The majority of these readings are trying to provide reasons to *convince you* to accept a position. Therefore they require critical attention. There will be times when you must read slowly and carefully. Sometimes you may have to stop and think about things; and you should be prepared to go back and reread sections if necessary. In some cases, multiple readings of the entire text may be necessary. I expect that you will take notes while you read, so that you can remember the text's main points. Finally, feel free to bring questions about the reading to class.

To help guide you in this process, I will post reading questions on the course website that will highlight the concepts and arguments that will frame our class discussions of that material. Some questions have you demonstrate your comprehension of the readings' main claims and arguments, while others solicit your considered judgments about whether you agree or disagree the readings on those issues.

## + Participation

Class attendance and participation are very important in understanding and retaining the class material. I will therefore do our best to make our class meetings worthwhile and time well spent. I will also take special care to create an environment in which you feel comfortable asking questions and expressing your views about the course material. To that end, I expect both in- and out-of-class participation from you.

### In-Class Participation (10% of Final Grade)

Your base in-class participation grade will be on the 5-point scale from page 1, and it will consist of your overall grade on all graded assignments. For example, if the weighted average of your grades on the assignments is a 3.57, then your base participation grade is also a 3.57, or a B. At the end of the semester, I will calculate your base in-class participation grade this way. After that, I will then take into consideration the items below in order to raise or lower this base in-class participation grade.

**Absences, tardy arrivals, and other distracting behavior** impact your participation grade in the following ways: each unexcused class absence will lower your participation grade by 1.0 point (one letter grade), while each time you are tardy will lower it by 0.5 points (one-half letter grade). Sleeping in class, chatting with the person sitting next to you, using your cell phone, leaving the classroom, or similar behavior will be treated as an absence or as tardiness depending on the particulars of the circumstances.

**Active and productive class participation**, on the other hand, boosts your participation grade by up to 2.0 points (two letter grades). Also, if you have perfect attendance with no tardy arrivals, your participation grade will be automatically boosted an additional 1.0 point (one letter grade).

Note that it is possible that your participation grade can go negative because of penalties. On the other hand, it is also possible that your participation grade could go well above 5.0 points. Strive for the latter!

### + Out-of-Class Participation (10% of Final Grade)

The social media site Twitter provides a valuable—dare I say fun?—way to engage with the course material outside of class. During the course, you are required to tweet a *minimum of 5 times* between each class meeting. Tweets should be (1) relevant, (2) substantive, and (3) respectful. To allow me to collect your course-related tweets, each tweet must contain the course hashtag **#HDDR14**. Without that hashtag, I cannot collect your tweet.

Each tweet is graded pass/fail. Your overall out-of-class participation grade will be determined at the end of the course by (1) taking the number of tweets you posted (capped at 5 tweets between each class) and dividing this by the total number required (there are 27 between-class periods, so a total of 135 tweets is expected), and (2) normalizing this ratio to the 5-point scale from page 1. See page 7 for more details.

### Class Summaries (10% of Final Grade)

For the first five minutes of each class, a student will randomly be selected (by the roll of dice) to present a short summary of our previous class meeting. You all are expected to have gone over your course notes and distilled them down into a succinct analysis of the most important and/or interesting issues we discussed. The person chosen is expected to present to the class the fruits of that distillation. Given that our class meetings involve assessing competing positions on an issue, the presenter should endeavor to convey the crux of disagreement between these competitors while noting how the class addressed them. An easy way to organize your presentation is to see how our class discussion answered that day's reading questions. Keep in mind that you will only have five minutes to present; I will ask you to stop after that time is up. Every student will present at least once and no student will present more than twice. Otherwise, the particular time and frequency of presentations will be entirely random. See page 8 for the grading rubric. Your overall class summary grade is determined at the end of the semester by taking the average of the individual class summary grades you earned.

### Analytic Summaries (10% of Final Grade)

There will be 2 analytic summaries, each of which will count for 5% towards your final course grade. Each consists of a brief ( $\approx 700$ -word) summary of an argument presented in the reading, but without providing any critically commentary of that argument. These summaries will be due the day *before* we discuss the argument in question together in class. The purpose of these analytical summaries is to practice taking a longer argument and, in your own words, condensing it down to a concise statement of (1) the argument's main conclusion, (2) the set of premises, reasons, or evidence that are offered as support for that conclusion, and (3) how those premises are supposed to support or otherwise entail the conclusion. See page 9 for the grading rubric.

### Position Papers (50% of Final Grade)

There will be 4 position papers, each of which will count for 12.25% towards your final course grade. Each consists of a sustained ( $\approx 1,100$ -word) argument supporting a particular claim or conclusion. The purpose of this paper is to practice building a reasoned argument in support of a position of your own on an issue raised by the reading and discussed in class. For this paper, you are asked to (1) state concisely your central claim or conclusion and then (2) demonstrate how this conclusion is supported or entailed by premises, reasons, and/or evidence that are plausible in their own right or difficulty to deny. See page 10 for the grading rubric.

### Donation Project (10% of Final Grade)

By the end of the second week of class, you will be assigned to a group. Together, you will determine to whom to donate or 2,000 provided by me to donate on your group's behalf. During the semester, your group will be asked to submit short ( $\approx 500$ -word) milestones demonstrating research your group has been doing to help make this decision. During the last day of class, your group will give a ten-minute presentation clearly indicating (1) to whom your group will donate the money and (2) the justification and reasoning behind your decision. Unless you are told otherwise, each person in a group will receive the same grade. See pages 11 & 12 for more details and page 13 for the grading rubric.

# Schedule

wk	Date	Topic/Readings	# Pages	Assignments
1	1/13 (Mon)	<b>Introduction</b>		Analytic summary #1 topic posted. Donation project topic posted.
	1/15 (Wed)	<b>Prologue: Health, Wealth &amp; Social Institutions in an Interconnected World</b> Assorted background reading on the World Bank, the International Monetary Fund (IMF), and the World Trade Organization (WTO).	32	
2	1/19 (Sun)			<b>Analytic summary #1</b> due by 12:00PM (noon) via TurnItIn.
	1/20 (Mon)	<b>Health, Wealth &amp; Social Institutions in an Interconnected World</b> Eileen Stillwaggon, "AIDS and Poverty in Africa: Prevention and Treatment Require a Focus on Overall Health and Development".	4	Analytic summary #2 topic posted.
	1/22 (Wed)	<b>Realism: Skepticism About Global Justice (Unit #1)</b> Thomas Hobbes, <i>Leviathan</i> .	13	
3	1/26 (Sun)			<b>Donation project milestone #1</b> due by 12:00PM (noon) via TurnItIn.
	1/27 (Mon)	<b>Realism: Skepticism About Global Justice</b> Garrett Hardin, "Living on a Lifeboat" & "The Feast of Malthus".	15	
	1/29 (Wed)	<b>Realism: Skepticism About Global Justice</b> National Intelligence Council, "Strategic Implications of Global Health".	27	
4	2/2 (Sun)			<b>Analytic summary #2</b> due by 12:00PM (noon) via TurnItIn.
	2/3 (Mon)	<b>Realism: Skepticism About Global Justice</b> Amartya Sen, "Women's Agency and Social Change" & "Population, Food and Freedom".	50	Position paper #1 topic posted.
	2/5 (Wed)	<b>Realism: Skepticism About Global Justice</b> Amartya Sen, "The Importance of Democracy" & "Famines and Other Crises".	50	
5	2/10 (Mon)	<b>Realism: Skepticism About Global Justice</b> Richard Ashcroft, "Access to Essential Medicines: A Hobbesian Social Contract Approach".	14	
	2/12 (Wed)	<b>Libertarian Responses: Negative Duties &amp; Global Resources (Unit #2)</b> John Locke, <i>Second Treatise of Government</i> .	25	
6	2/16 (Sun)			<b>Position paper #1</b> due by 12:00PM (noon) via TurnItIn.
	2/17 (Mon)	<b>Libertarian Responses: Negative Duties &amp; Global Resources</b> Robert Nozick, <i>Anarchy, State, and Utopia</i> .	26	Position paper #2 topic posted.
	2/19 (Wed)	<b>Libertarian Responses: Negative Duties &amp; Global Resources</b> Brian Barry, "Humanity and Justice in Global Perspective".	29	
7	2/23 (Sun)			<b>Donation project milestone #2</b> due by 12:00PM (noon) via TurnItIn.
	2/24 (Mon)	<b>Libertarian Responses: Negative Duties &amp; Global Resources</b> Thomas Pogge, "Eradicating Global Poverty: Brief for a Global Resources Dividend".	19	
	2/26 (Wed)	<b>Libertarian Responses: Negative Duties &amp; Global Resources</b> Mathias Risse, "Do We Owe the Global Poor Assistance or Rectification?"	10	
3/3, 5		 <b>Spring Break</b>		

wk	Date	Topic/Readings	# Pages	Assignments
8	3/10 (Mon)	<b>Libertarian Responses: Negative Duties &amp; Global Resources</b> Richard Miller, "Globalization Moralized".	29	
	3/12 (Wed)	<b>Libertarian Responses: Negative Duties &amp; Global Resources</b> Mathias Risse, "Is there a Human Right to Essential Pharmaceuticals?"	36	
9	3/16 (Sun)			<b>Position paper #2</b> due by 12:00PM (noon) via TurnItIn.
	3/17 (Mon)	<b>Human Rights, Beneficence &amp; Humanity (Unit #3)</b> The General Assembly of the United Nations, "Universal Declaration of Human Rights". Onora O'Neill, "The Dark Side of Human Rights".	19	Position paper #3 topic posted.
	3/19 (Wed)	<b>Human Rights, Beneficence &amp; Humanity</b> James Nickel, "Poverty and Rights".	18	
10	3/23 (Sun)			<b>Donation project milestone #3</b> due by 12:00PM (noon) via TurnItIn.
	3/24 (Mon)	<b>Human Rights, Beneficence &amp; Humanity</b> Martha Nussbaum, "Women and Equality: The Capabilities Approach".	19	
	3/26 (Wed)	<b>Human Rights, Beneficence &amp; Humanity</b> Peter Singer, "Famine, Affluence, and Morality".	15	
11	3/30 (Sun)			<b>Position paper #3</b> due by 12:00PM (noon) via TurnItIn.
	3/31 (Mon)	<b>Welfare, Humanity &amp; Human Rights</b> James S. Fishkin, "The Zone of Indifference" & "The Famine Relief Argument".	16	
	4/2 (Wed)	<b>International Aid: From Theory to Practice (Unit #4)</b> Jeffrey D. Sachs, "Making the Investments Needed to End Poverty".	24	
12	4/6 (Sun)			<b>Donation project milestone #4</b> due by 12:00PM (noon) via TurnItIn.
	4/7 (Mon)	<b>International Aid: From Theory to Practice</b> William R. Easterly, "The Legend of the Big Push".	27	Position paper #4 topic posted.
	4/9 (Wed)	<b>International Aid: From Theory to Practice</b> Andrew Kuper, "More Than Charity: Cosmopolitan Alternatives to the 'Singer Solution'".	14	
13	4/13 (Sun)			<b>Donation project milestone #5</b> due by 12:00PM (noon) via TurnItIn.
	4/14 (Mon)	<b>International Aid: From Theory to Practice</b> Dale Jamieson, "Duties to the Distant: Aid, Assistance, and Intervention in the Developing World".	20	
	4/16 (Wed)	<b>International Aid: From Theory to Practice</b> Esther Duflo and Michael Kremer, "Use of Randomization in the Evaluation of Development Effectiveness".	29	
14	4/21 (Mon)	<b>International Aid: From Theory to Practice</b> David Barnard, "In the High Court of South Africa, Case No. 4138/98: The Global Politics of Access to Low-Cost AIDS Drugs in Poor Countries".	16	
	4/23 (Wed)			<b>Donation project presentations.</b>
	4/30 (Wed)			<b>Position paper #4</b> due by 12:00PM (noon) via TurnItIn.

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# Policies

## Reasonable Accommodations

I recognize that you are a human being with occasional human problems associated with human finitude. Illness, family emergencies, job interviews, other professors, etc. . . will inevitably lead to legitimate conflicts over your time. If you expect that you will be missing class or be unable to turn in an assignment on time, please notify me (either in class or via email) *in advance* and we can agree on a reasonable accommodation. Please recognize that most reasonable accommodations will still carry a penalty: your grade on the assignment may be reduced (since you will be given more time than your classmates), or you may have to do additional work not required of your classmates. So when proposing a reasonable accommodation be prepared to state what you take to be a fair penalty for that accommodation. I will then decide whether to accept or reject your proposal. Any arrangements after the fact will only be considered in extraordinary, documented circumstances.

## Challenging an Assignment Grade

Please recognize that I am human also: mistakes may occasionally occur when grading your assignments. Therefore, you have *one week* after an assignment is handed back to challenge its grade. To do so, you must return the assignment to me along with a clearly written explanation of your reason for challenging its grade. I will promptly and seriously consider all such requests and meet with you, if necessary, to resolve them. Assignments without a written explanation will not be considered. After one week, no challenges will be accepted. Of course, if you are not satisfied with your grade, but recognize that it was not due to a fault in the grading, I encourage you to talk with me to learn how to improve on future assignments.

## Students with Disabilities

In compliance with university policy and equal access laws, I am available to discuss appropriate academic accommodations that you may require as a student with a disability. Request for academic accommodations should be made during the first week of the term, except for unusual circumstances, so arrangements can be made. Students are required to register for disability verification and for determination of reasonable academic accommodations. For more information, visit

<http://www.northwestern.edu/disability/>

## Sexual Harassment Policy

It is the policy of the university that no male or female member of the university community (i.e., students, faculty, administrators, or staff) may sexually harass any other member of the community. Sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute harassment when:

- Submission to such conduct is made or threatened to be made, either explicitly or implicitly, a term or condition of an individual's employment or education; or
- Submission to or rejection of such conduct is used or threatened to be used as the basis for academic or employment decisions affecting that individual; or
- Such conduct has the purpose or effect of substantially interfering with an individual's academic or professional performance or creating what a reasonable person would sense as an intimidating, hostile, or offensive employment, educational, or living environment.

For more information, visit

<http://www.northwestern.edu/sexual-harassment/policy/index.html>

## Video Taping and Audio Recording

Your classmates and I have a reasonable expectation to not be recorded in this course. Therefore, videotaping and audio recording are prohibited without our expressed, unanimous permission.

## Cell Phones, Laptops, and Related Technologies

Student interactions with portable technology devices can harm the dynamics of the classroom. Therefore, we expect you to silence mobile phones prior to class and to not use them during class. *All laptops should be closed unless you have made prior arrangements with us and have demonstrated that using a laptop is necessary for your learning.*

## Academic Integrity

Academic integrity is embodied by commitments to honesty, respect, trust, diligence, and rigor in the pursuit of knowledge. As a student in this class, academic integrity means following all directions on assignments, clearly distinguishing your own original work from the work done by others in your written assignments, and seeking help whenever you feel that you are struggling.

In this class, typical violations of academic integrity involve plagiarism. Examples of this include cutting-and-pasting material from the Internet without proper citation, paraphrasing material from external sources without attribution, and copying ideas from a classmate without reference. To avoid this, you must strive for clarity in your writing in order to distinguish between when you are presenting your own ideas (typically by using the pronoun "I") and when you are presenting someone else's ideas (by properly citing the source). Keep in mind, this includes both the ideas of your classmates and any assistance you receive from the Writing Center. So if a classmate says something you want to use in your own writing, then you should simply cite it, for instance, as "from a conversation with X". Similarly, if you seek assistance from the writing center, then you should also cite it, for instance, as "Trish Seapy from the Writing Center helped me improve the grammar and spelling in this paragraph". (If you receive more thorough assistance from the Writing Center, e.g., spanning most/all of your assignment, then be sure to clearly indicate this in a footnote at the end of the paper.)

In general, proper citation lets me know what it is I am evaluating about your writing. Am I evaluating your own original ideas? or am I evaluating your presentation of someone else's ideas? or am I evaluating your expansion of someone else's ideas? All of these tasks are important in philosophy, so do not be ashamed when you are doing them. I honestly do not expect every single thing you write to be uniquely yours, but I do expect you to be clear and honest about what it is you are doing in your papers.

While I treat violations of academic integrity on a case-by-case basis, there are some basic patterns I follow. When I suspect a violation, I will immediately contact the Dean of Student Affairs, whose office will conduct an investigation of the issue. Until that investigation is resolved, university policy prevents me from discussing the matter with the student in question. The intent of this policy is to protect the student. If the investigation concludes that there was a violation, I will typically impose a penalty that exceeds the penalty of not having done the assignment at all. For instance, the penalty for plagiarizing a paper is worse than for not having written a paper at all. Such an action is also a violation of the community standards at Northwestern University. As such, there may be further penalties imposed by the university. For more information, see

<http://www.northwestern.edu/uacc/plagiar.html>

If you ever find yourself tempted to violate these standards of academic integrity, please seek an alternative course of action. Email me for a reasonable accommodation, or turn in partially completed work. I assure you that the impact on you will be far gentler in these ways.



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# Using TurnItIn

## Setting Up Your TurnItIn Account

For this course, I will be using TurnItIn to assist me in verifying that each of your assignments is an original piece of scholarly work. For those of you not familiar with this website, you submit a copy of each of your assignments to it, and TurnItIn examines your work against its database of papers and websites. This allows me to quickly confirm that you are correctly citing your sources. I will then print your assignments myself, so you do *not* need to hand in any hardcopies to me.

Before you can turn anything in, you must set up an account on TurnItIn and get it connected to this course. This is a relatively painless process so do not be scared. If computers frighten you, find a classmate who may help you set up your account.

Regardless, follow these simple instructions in order to begin your journey on the path of originality:

1. Get a computer with Internet access.
2. Open up a web browser and go to: <http://www.TurnItIn.com>.
3. You may be asked to select your language. If so, please click on [English \(US\)](#). (Beyond English, I am familiar with Ancient Greek and Latin, neither of which is useful for guaranteeing that these instructions work for any of the site's other supported languages.)
4. Now look towards the top right of the webpage and click on [Create Account](#).
5. On the next screen, look for the section entitled "Create a New Account". In that section, click on [student](#).
6. On the next screen, enter the following information:

class ID:	<b>7435403</b>
class enrollment password:	<b>plato</b>

Enter your (real) first and last name, along with your *university* email address (or whatever email address you actually check).  
Make up a password (and *write it down!* No seriously, write it down *right now!* Just write it here: \_\_\_\_\_) and enter it into the two fields.  
Select a secret question from the pull down menu and then type the answer in the space provided.  
Unless you are a child prodigy, please tick the circle next to "I am at least 13 years of age".  
Finally, read and understand the license agreement, or (like me) just skip it and click the "**I agree -- create profile**" button.
7. On the next screen it should say you are now setup and enrolled in my class. And so you are done. Ignore the instructions it gives you. You do not need to turn anything in right now—unless, of course, you put this off until the first assignment was due!

## Turning It In with TurnItIn

Now that you have set up your TurnItIn account, you are now ready to submit your highly original assignments. Please note that you are expected to submit all assignments via the TurnItIn website *before* their respective due date/time in order to avoid any penalties. The website is set to stop accepting assignments after that time. Turning in a hardcopy in class is not required as long as the assignment has been successfully submitted to TurnItIn.

In order to turn in your first assignment, please follow these instructions:

1. Finish the assignment. Make sure it is all in a *single* text file (acceptable formats are MS Word, WordPerfect, PostScript, PDF, HTML, RTF, and plain text) on a computer.
2. Find a computer with Internet access and put your assignment's file on it.
3. Open up a web browser and go to: <http://www.TurnItIn.com>.
4. You may be asked to "Select your language". If so, please click on [English \(US\)](#). (See previous instructions for my esoteric knowledge of foreign languages.)
5. Look towards the top right of the webpage and enter your email address and password (which you had better have written down) and then click on the "**SIGN IN**" button.
6. On the next screen, click on [Health, Development & Human Rights](#).
7. On the next screen, click the "**Submit**" button next to the name of the assignment you wish to turn in.
8. On the next screen, select "**single file upload**" from the pull down menu. Do *not* use "cut & paste upload", as it will remove all your document's precious formatting!  
Your first and last name should already be filled in.  
For the submission title enter "My Assignment" (or "Plato Approved" or something else witty and clever).  
Then click the "**Choose File**" button to find the location of the assignment's file on the computer.  
Finally, click the "**upload**" button and wait patiently until your file has indeed been uploaded.
9. On the next screen, make sure this is the file you wish to submit and then click the "**submit**" button.
10. On the next screen, it should that your submission was successful. Now you are almost done. Please *save a copy* of this "TurnItIn Digital Receipt" so that, in case anything goes wrong, I can verify that you turned it in on time. It is *your responsibility* to do this. Failure to do so means that you will not be absolved of any penalties. Now you are really done. Congratulations.

### Problems Submitting Your Assignment?

If any problems occur when trying to submit, please email a copy of your assignment to me *before* the posted date and time that the assignment is due. I can then submit it for you. If you cannot do this, then you must submit a hardcopy to me personally (and I must actually have the assignment in hand before the due date/time).

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## Twitter & This Course

In order to encourage you to engage more fully with the course material outside of class time, we will all be using the social media site Twitter. In particular, I want you to use Twitter to post your thoughts about the course readings, ask questions when confused about those readings or other course elements, respond to your classmates' posts and questions, and *connect course topics to current events*. I assure you that making those connections will make this class far more interesting for all of us. I will be regularly checking on and responding to your tweets while using them to help me structure what I cover during class. Do feel free to follow me on Twitter (@ProfessorDEG). I also suggest that you use Twitter to follow not only people who share your interests but also leaders within your future fields. You may be surprised to see them post about ethical issues related to global justice! Very soon, you should even be able to use knowledge gained from this class to post a response to them.

For assessment purposes, you are required to tweet *a minimum of 5 times* between each class meeting. Tweets should be (1) relevant, (2) substantive, and (3) respectful. By *relevant*, I mean that it your tweet is clearly connected to some aspect of health, development, and human rights. By *substantive*, I mean more than giving generic commentary or retweeting someone else's post. For instance, do not simply say that you agree or disagree with something: go further by giving some sense of your reasoning/justification behind your position. Similarly, a relevant retweet is great, but do follow it up some interesting commentary of your own about it. By *respectful*, I mean that you critically assess the arguments others are making and not attack the person making that argument. It is fine to disagree with others—I want you to disagree, even with me!—but it is disrespectful to besmirch another person's integrity or character. Indeed, resorting to such personal attacks only suggests that your position is the one which is weak and without substance.

This means that you need access to a Twitter account. If you do not have a Twitter account—or if you prefer not to use your personal account for this class—please do not hesitate to create a new, disposable account. *I strongly encourage you to create a disposable account if for any reason you prefer not to share your personal account for classroom activities*. Indeed, you do not need to have this account connected to your real name or any other personal details. All I require is that you send me the name of the account you want me to track for this class and make sure that account's contents are publicly viewable. So even if your account is not connected to your real name, I still know to whom that account belongs for assessment purposes. Email me this information by 5:00PM on Tuesday, January 14<sup>th</sup>.

When tweeting for this course, please always use the hashtag **#HDHR14**. This hashtag is essential since I will not be checking your account's non-course-related tweets. Instead, I will be using an automated program to collect all tweets for me to read. So using that hashtag allows me to collect your course-related tweets. To summarize: if your tweet does not contain **#HDHR14**, then I will never see that tweet.

Finally, if you have any trouble using Twitter do not hesitate to seek help from me or one of your classmates. That said, your classmates probably know more about Twitter than I do, but I will do my best to resolve any technical issues!

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## Class Summary: *Grading Rubric*

Student:

Normalized Grade:

Grader:

	Excellent	Satisfactory	Mediocre	Unacceptable
<b>General Presentation Requirements</b>				
<i>Followed the conventions of standard spoken English, with no errors hindering comprehension.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Organized to convey ideas in a transparent and logical fashion.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Followed the instructions concerning the presentation.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Content</b>				
<i>Displayed preparedness and competency concerning the material being summarized.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Clearly and compellingly summarized the most important and/or interesting issues from the previous class.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Clearly and compellingly summarized any cruxes of disagreement on those issues from the previous class.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Overall, summarized the previous class discussion with adroit skill.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**General Comments**



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## Analytic Summary: *Grading Rubric*

Student:

Points Earned:

Grader:

Normalized Grade:

	Excellent	Satisfactory	Mediocre	Unacceptable
<b>General Academic Paper Requirements</b>				
<i>Follows the "General Technical Requirements for Written Assignments".</i>	0	-2	-4	-5
<i>Follows the conventions of standard written English, with no errors hindering comprehension.</i>	0	-2	-4	-5
<i>Organized to convey ideas in a transparent and logical fashion.</i>	0	-2	-4	-5
<i>Follows the instructions concerning the introduction and conclusion of this paper.</i>	0	-2	-4	-5
<i>Follows the instructions concerning the topic for this paper.</i>	0	-8	-16	-20
<b>Content</b>				
<i>Clearly provides any background information and explains any terminology necessary for someone unfamiliar with the Argument Under Analysis (AUA) to readily understand it.</i>	15	12	6	0
<i>Clearly and correctly identifies the main thesis (or conclusion) of the AUA.</i>	5	4	2	0
<i>Clearly and correctly identifies the principle premises or reasons offered as support for that main thesis by the AUA.</i>	25	20	10	0
<i>Clearly and correctly identifies the structure of the inferences used to show how the premises are supposed to entail the main thesis of the AUA.</i>	25	20	10	0
<i>Summarizes these elements of the AUA using the student's own words and not those of the AUA's original author.</i>	10	8	4	0
<i>Remains focused on the essential elements of the AUA without being distracted by inessential details.</i>	15	12	6	0
<i>Overall, demonstrates full comprehension of the AUA and explains it with adroit skill to the reader.</i>	5	4	2	0

### General Comments

# Position Paper: *Grading Rubric*

Student:

Points Earned:

Grader:

Normalized Grade:

	Excellent	Satisfactory	Mediocre	Unacceptable
<b>General Academic Paper Requirements</b>				
<i>Follows the "General Technical Requirements for Written Assignments".</i>	0	-2	-4	-5
<i>Follows the conventions of standard written English, with no errors hindering comprehension.</i>	0	-2	-4	-5
<i>Organized to convey ideas in a transparent and logical fashion.</i>	0	-2	-4	-5
<i>Follows the instructions concerning the introduction and conclusion of this paper.</i>	0	-2	-4	-5
<i>Follows the instructions concerning the topic for this paper.</i>	0	-8	-16	-20
<b>Content</b>				
<i>Clearly provides any background information and explains any terminology necessary for someone unfamiliar with the paper's topic to readily understand the position to be defended.</i>	15	12	6	0
<i>Clearly presents the main thesis (or conclusion) that the paper intends to defend.</i>	5	4	2	0
<i>Clearly presents the principle premises or reasons in support for that main thesis.</i>	15	12	6	0
<i>Clearly explains why these premises or reasons are plausible, compelling, and difficult to deny.</i>	25	20	10	0
<i>Clearly and persuasively explains the inferences used to show how the premises are supposed to entail the main thesis.</i>	25	20	10	0
<i>Provides examples to help clarify its main points.</i>	10	8	4	0
<i>Remains focused on defending its main thesis without being distracted by inessential details.</i>	10	8	4	0
<i>Provides a generally compelling and convincing defense of its main thesis.</i>	15	12	6	0
<i>Overall, demonstrates full comprehension of the paper's topic while defending its position with adroit skill to the reader.</i>	5	4	2	0

## General Comments

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# Donation Project Presentation

**Presentation Date:** Wednesday, April 23<sup>rd</sup> during class time.

Your final grade for the donation project will be determined exclusively by the grade your group receives on this presentation. So a failure to present at the above date and time will result in everyone in your group receiving a 0.00 (F/R) for the donation project.

**Instructions:** The presentation should be ten minutes in length. I will ask your group's presenter(s) to stop after that time is up.

Your group's assignment is to present a clear decision in response to the topic and provide a reasoned *argument* in support of that decision. Given that your group's choice will lead to a definite course of action, do not recite a list of "possible answers", e.g., "one might say x, or one might say y. . ." Simply present *your group's* decision and defend it. In doing so, be clear about the following four items:

1. The statement of your group's decision,
2. The premises or reasons you are using to justify that decision,
3. The reasons why these premises are plausible and difficult to deny, and
4. The inferences showing how these premises entail your decision.

This is a pretty short presentation, so remember to *stay focused*. It should be clear to the audience how your every word is doing one of these four things.

You have read material for this class that relates to this decision, so your group is free to draw upon any of this material if it is relevant to your argument.

For this presentation, you should not give an extensive introduction. Your introductory remarks should only give a brief sketch—in a minute or two—of the issue and the decision you will defend in the presentation. Do not summarize the argument here. The purpose of the introduction is to give the audience any relevant background information for easily understanding the argument you will present. Furthermore, the audience will know immediately the position you will be defending in the presentation.

The body of the paper should then perform the four tasks stated above. This presentation should have *no conclusion*. That is, there should be no concluding remarks summarizing your presentation or explaining any of the consequences that result from your decision; the presentation is already short enough, so no such summary is needed.

Finally, I encourage you to creatively explore this topic. Even so, while you now have greater freedom in terms of style and argumentative structure, remember that it is your *argument* that must always clear to the audience. Do not let stylistic elements distract from your presentation's primary purpose, which is to provide a reasoned defense of your decision. Entertaining the audience has extremely low priority.

**Topic:** Your group has been given QR 2,000. As a group, you must choose to give the money to *one* (and only one) of the following four options:

1. Against Malaria Foundation ([www.againstmalaria.com](http://www.againstmalaria.com)),
2. Future of Humanity Institute ([www.fhi.ox.ac.uk](http://www.fhi.ox.ac.uk)),
3. Schistosomiasis Control Initiative ([www3.imperial.ac.uk/schisto](http://www3.imperial.ac.uk/schisto)), or
4. Northwestern Annual Fund ([giving.northwestern.edu](http://giving.northwestern.edu)) and/or Carnegie Mellon Fund ([giving.cmu.edu](http://giving.cmu.edu)).\*

Which one of these four does your group select? How do you defend and justify this decision? Why choose this option above the other three? Keep in mind that your group's decision is real and binding: I will donate the QR 2,000 on your behalf to the organization you chose.

Your group's presentation must address the four items mentioned in the instructions to make an argument of its own. There is no where outside of your group to look, nor is there anyone else to ask, for the right answer. It is up to you and your group's members to reflect on the option your group is willing to defend as the most compelling one to act upon. Once your group has agreed upon its course of action, then you all can begin to identify the strongest reasons to offer in support of that choice. Once this is all done, your group can finally assemble all this into its presentation.

Keep in mind, this is an extremely short presentation. Do not waste valuable time with too much build up, overly extensive explanations, unnecessary side-commentary, arguments for positions unrelated to the topic. I *do* expect your presentation to use data and examples in order to make its argument clearer, but keep these brief and tightly connected to the main argument defending your group's decision. In addition, if you are using terminology that a normal person would not understand, then be sure to explain what those terms mean to the audience.

As always, I encourage you to imagine that the audience is lazy, stupid, and mean. They are *lazy* in that they do not want to figure out what your convoluted statements are supposed to mean, and they do not want to figure out what the argument is, if you have not already made it obvious. They are *stupid*, so you have to explain everything you say to them in simple, bite-sized pieces. And they are *mean*, so they are not going to listen to your presentation charitably. For example, if something you say admits of more than one interpretation, they will assume you mean the less plausible thing.

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\* If your group chooses option 4, the QR 1,000 will be donated proportionately to the two universities based on your group's affiliations. So, for instance, if your group is 80% Northwestern students, QR 800 goes to the Northwestern Annual Fund with the remaining QR 200 going to the Carnegie Mellon Fund.

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## Donation Project Presentation

**Milestones:** There will be 5 donation project milestones due throughout the semester. The purpose of these milestones is to encourage your group to do preliminary research on each organization and evaluate their respective merits. With these in mind, your group can make a more informed decision about how to donate its QR 2,000.

Each milestone should be 500–600 words in length and conform to the course's "General Technical Requirements for Written Assignments". Only *one* of your group's members needs to submit the milestone.

Each should consist of a coherent response to that milestone's question. These milestones are as follows:

*Donation project milestone #1* (due Sunday, January 26<sup>th</sup> by 12:00PM (noon) via TurnItIn): How would the Against Malaria Foundation use your QR 2,000 donation? Do you think this would be an effective and efficient use of that money?

*Donation project milestone #2* (due Sunday, February 2<sup>nd</sup>) by 12:00PM (noon) via TurnItIn): How would the Future of Humanity Institute use your QR 2,000 donation? Do you think this would be an effective and efficient use of that money?

*Donation project milestone #3* (due Sunday, March 23<sup>rd</sup> by 12:00PM (noon) via TurnItIn): How would the Schistosomiasis Control Initiative use your QR 2,000 donation? Do you think this would be an effective and efficient use of that money?

*Donation project milestone #4* (due Sunday, April 6<sup>th</sup> by 12:00PM (noon) via TurnItIn): How would the Northwestern Annual Fund and/or Carnegie Mellon Fund use your QR 2,000 donation? Do you think this would be an effective and efficient use of that money?

*Donation project milestone #5* (due Sunday, April 13<sup>th</sup> by 12:00PM (noon) via TurnItIn): Based on your research of your group's four choices, to whom will your group donate its QR 2,000? Why?

Each milestones will be graded pass/fail. For each failed milestone, the final grade for the donation project will be reduced by 0.50 (one-half letter grade).

**Group Work:** By the end of the second week of class, you will be assigned to a group for this project. After that, I leave it to your group to decide how to distribute the project's work load amongst the group's members. For the final presentation, one group member may do the entire presentation, or several group members may participate.

Unless I tell you otherwise, each member of your group will receive the same final grade for the donation project.

If you are experiencing difficulties working with another group member, please let me know immediately. I will do my best to help resolve the situation to everyone's satisfaction.

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## Donation Project Presentation: *Grading Rubric*

Students:

Points Earned:

Grader:

Normalized Grade:

Donation Project Milestones	Yes	No
<i>Donation project milestone #1 completed on time.</i>	No penalty	Half-letter-grade penalty
<i>Donation project milestone #2 completed on time.</i>	No penalty	Half-letter-grade penalty
<i>Donation project milestone #3 completed on time.</i>	No penalty	Half-letter-grade penalty
<i>Donation project milestone #4 completed on time.</i>	No penalty	Half-letter-grade penalty
<i>Donation project milestone #5 completed on time.</i>	No penalty	Half-letter-grade penalty

	Excellent	Satisfactory	Mediocre	Unacceptable
<b>General Presentation Requirements</b>				
<i>Followed the conventions of standard spoken English, with no errors hindering comprehension.</i>	0	-2	-4	-5
<i>Organized to convey ideas in a transparent and logical fashion.</i>	0	-2	-4	-5
<i>Followed the instructions concerning the presentation.</i>	0	-8	-16	-20
<b>Content</b>				
<i>Clearly presents the team's decision.</i>	5	4	2	0
<i>Clearly presents the principle premises or reasons in support of that decision.</i>	15	12	6	0
<i>Clearly explains why these premises or reasons are plausible, compelling, and difficult to deny.</i>	25	20	10	0
<i>Clearly and persuasively explains the inferences used to show how the premises are supposed to entail the team's decision.</i>	25	20	10	0
<i>Remains focused on defending the team's decision without being distracted by inessential details.</i>	10	8	4	0
<i>Provides a generally compelling and convincing defense of the team's decision.</i>	15	12	6	0
<i>Overall, displayed preparedness and competency concerning the donation project and the team's argument for its decision.</i>	5	4	2	0

**General Comments**



# General Technical Requirements for Written Assignments

All written assignments are expected to satisfy the following:

1. Have a cover page consisting of a signed and dated copy of the course's Academic Honor Code (you sign by typing your name).
2. Adhere to the specified word count.
3. Be double-spaced.
4. Be written in 12pt, "Times New Roman" (or something very similar).
5. Have side-margins of 1 inch.
6. Have horizontal alignment that is fully justified.
7. Have no extra space between paragraphs.
8. Have each paragraph begin with a tab indentation.
9. Have the paper's total word count at the top left corner of the first page.
10. Have a descriptive title (see section on title pages below).
11. Have page numbers (see section on page numbering below).
12. Cite all quotes and other material with footnotes (see section on citing your sources below).

Yes, this is boring, and yes, it is pedantic. The point of all these requirements, however, is to allow me to focus more on the *contents* of your paper and not on your skills (or lack thereof) in design. Besides these should also be trivial to follow when using most word processing software. To help, *I have included a template satisfying these requirements on the course website.*

**Title Pages:** For the purposes of this course, your title information should occur at the top of the second page of your paper (after your signed copy of the course's Academic Honor Code) and only consist of (1) your paper's word count, (2) the assignment's name, (3) a descriptive and meaningful title, and (4) your name. The word count should be at the top left, while the rest should be centered. Everything should be single-spaced in the same font, size, and style as the rest of your paper. The following is an example:

Word Count: 703	Troy McClure – 2
Analytic Summary #1 Thomas Hobbes' Argument Against Chocolate By Troy McClure	
Since the dawn of time, man has enjoyed chocolate. In the days of	

In order to be descriptive and meaningful, the title should give a good indication as to the contents of the paper—and you will have a better idea of this once you complete the paper. So do it last. Feel free to personalize it but do not go crazy.

While a title like "A Summary of Hobbes' State of Nature" is not very exciting, it is perfectly adequate for an analytical summary: it tells the reader the principle issue involved, that it is a summary, and what aspect of the text it covers. Similarly for "Lifeboat Ethics: Hardin vs. Sen—Hardin Wins" as a title for a position paper: it specifies the issue, the principal authors involved, and whom you defend on that issue. Keep it simple and direct, being clever and witty takes up time better spent writing the paper itself.

**Page Numbers:** Page numbers should appear on the top-right of each page, starting on the second page (i.e., there should be *no* page number on the cover page with the Honor Code). Page numbers should otherwise be in the

same font, size, and style as the rest of your paper, and have your name followed by a hyphen and the page number. The following is an example:

Troy McClure – 3
chocolate, like we have today, it was mixed with shredded tobacco. And

**Citing Your Sources:** All citations should be done in footnotes, following the rules below. Footnote text should otherwise be in the same font, size, and style as the rest of your paper. The following is an example:

and "the failure of growth to respond to aid-investment". <sup>1</sup>
<sup>1</sup> William Easterly, "Aid for Investment", p. 35.

You are required to properly cite all your sources (see the course syllabus for the academic integrity policy). Do this whenever you find yourself quoting or otherwise using the ideas of another person. When citing, please follow the rules below, keeping in mind that *you must cite all sources, even if you are only putting their ideas into your own words.*

For any text that was assigned for class, you only need to cite (1) the author, (2) the title, and (3) the page numbers, as in:

Eileen Stillwaggon, "AIDS and Poverty in Africa", pp. 2–3.

For Internet sources that were not assigned for class, you need to cite (as they are available) (1) the author, (2) the page title, (3) the editor, (4) the website name, (5) the publisher's location and name, (6) the date of publication (7) the date you accessed it, and (8) the URL, as in:

T.H. Irwin, "Aristotle" in E. Craig (Editor), *Routledge Encyclopedia of Philosophy* (London: Routledge, 1998), retrieved on September 15, 2012 from <http://www.rep.routledge.com/article/A022>.

Richard Kraut, "Plato", *The Stanford Encyclopedia of Philosophy* (2004), retrieved on September 15, 2012 from <http://plato.stanford.edu/entries/plato/>.

Thomas Brickhouse and Nicholas D. Smith, "Plato", *The Internet Encyclopedia of Philosophy*, retrieved on September 15, 2012 from <http://www.iep.utm.edu/p/plato.htm>.

"Aristotle", *Wikipedia, The Free Encyclopedia*, retrieved on September 15, 2012 from <http://en.wikipedia.org/wiki/Aristotle>.

For articles that were not assigned for class, you need to cite (1) the author, (2) the article title, (3) the periodical title, (4) the volume, (5) the date of publication, and (6) the page numbers, as in:

John Rawls, "The Domain of the Political and Overlapping Consensus", *New York University Law Review* 64 (1989), p. 235.

For books that were not assigned for class, you need to cite (1) the author, (2) the date, (3) the book title, (4) the publisher's information, and (5) the page numbers, as in:

Michael Kevane, *Woman and Development in Africa: How Gender Works* (Boulder, CO: Lynne Rienner, 2004), pp. 85–106.

**Exception:** In any summary or position paper, you should cite the articles being addressed (i.e., the articles directly referenced in the topic prompt I assigned) only when you directly quote them. There is no need to cite them when putting their ideas into your own words; given the nature of these types of assignments, such citations are already assumed. However, you must still cite *any* additional material—regardless of whether it is an assigned course reading or not, and regardless of whether you are directly quoting, paraphrasing, or otherwise adapting another person's ideas.

**If you are ever uncertain, please ask; do not assume.**

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# Academic Honor Code

## Section 1: Statement of Purpose

The fundamental objective of this course is to provide students with a high quality education while developing their sense of ethics and social responsibility. Any instance of dishonesty hurts the entire community. It is with this in mind that the professor has set forth an Academic Honor Code for this class.

## Section 2: Objectives

This Honor Code aims to cultivate a community based on trust, academic integrity and honor. It specifically aims to accomplish the following:

- Ensure that students and professor understand that the responsibility for upholding academic honesty lies with them;
- Prevent any students from gaining an unfair advantage over other students through academic misconduct;
- Ensure that students understand that academic dishonesty is a violation of the profound trust of the entire academic community.

## Section 3: Student Responsibilities

The immediate objective of an Academic Honor Code is to prevent any students from gaining an unfair advantage over other students through academic misconduct. Academic misconduct is any act that does or could improperly distort student grades or other student academic records. Such acts include but need not be limited to the following:

- Possessing, using or exchanging improperly acquired written or verbal information in the preparation of any essay, report, examination, or other assignment included in an academic course;
- Substitution for, or unauthorized collaboration with, a student in the commission of academic requirements;
- Submission of material that is wholly or substantially identical to that created or published by another person or persons, without adequate credit notations indicating authorship (plagiarism);
- False claims of performance or work that has been submitted by the claimant.

While these acts constitute assured instances of academic misconduct, other acts of academic misconduct may be defined by the professor.

Each student in this class must sign an Honor Agreement affirming their commitment to uphold this Honor Code. This Honor Agreement may reappear on assignments to remind students of their responsibilities under this Academic Honor Code.

## Section 4: Faculty Responsibilities

The professor is expected to create an environment where honesty flourishes. In creating this environment, the professor is expected to do the following:

- Make known to the class as specifically as possible what constitutes appropriate academic conduct as well as what comprises academic misconduct. This includes but is not limited to the use of previously submitted work, collaborative work on homework, etc.
- Avoid the reuse of paper topics;
- Include a paragraph containing their academic integrity policy on the course syllabus.

The professor is also expected to provide clarification to any student questions concerning any of the above.