

# HEALTH, DEVELOPMENT & HUMAN RIGHTS

**Units** 9.0  
**Time** Sunday, Tuesday: 3:00PM–4:20PM  
**Location** CMUQ 1031  
**Website** <http://www.andrew.cmu.edu/user/degray/HDHR16/>

**Instructor** Professor David Emmanuel Gray  
**Contact** CMUQ 1039, ✉ [degray@cmu.edu](mailto:degray@cmu.edu), 📧 @ProfessorDEG  
**Office Hours** Sunday, Tuesday, Thursday: 9:30AM–11:30AM  
**Twitter Tag** #HDHR16

## Course Overview

### Description

Around 1.2 billion people live on less than \$1.25 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 moral duties, if any, we in technologically and economically developed nations have to assist the global poor. We therefore focus 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, and we will consider what information should be factored into the development process.

We begin the course by briefly reviewing the role that global social institutions 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 better 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. We then end the course by looking at how these various theories influence actual proposals for international aid.

### Objectives

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

- Assess competing claims concerning what moral obligations and duties, if any, citizens in developed nations may have towards those in extreme poverty,
- Form considered judgments concerning what you conclude to be the most defensible position on these issues, and
- Communicate your analysis of these issues through both verbal and written discourse.

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

### Announcements & Other Communication

I post important information on the course website, so please routinely check it for updates. 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 Blackboard. If any problems occur, please email me a copy of your assignment *before* it is due. I will then submit it for you. See pages 2 & 15 for more information about my academic integrity policy.

### Requirements & Grading

Philosophy is a full-contact sport, but conducted as a cooperative process. You and your classmates must wrestle with arguments and not attack the person making them. Classes 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 everyone's 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 me. Even so, 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** involve class summaries, analytic summaries, position papers, and a group project. Please refer to pages 3 & 4 for details.

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

4.00–5.00	A	2.00–2.99	C	0.00–0.99	R
3.00–3.99	B	1.00–1.99	D		

Your final course grade will be on the same 5-point scale, with each assignment weighted as indicated on pages 3 & 4.

If 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 do not transmit grade information over email*. All discussion of grades must be done face-to-face with me.

### Readings

All readings are posted on the course website. You are expected to read all assigned material according to the class schedule on pages 5 & 6.

### 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, participation and attendance are very important to your success in this class. See below for this course's strict absence policy and page 4 for more on how participation and attendance affect your grade.

### Late Assignment & Absence Policies

I do *not* accept late assignments, and you get *no* "free" absences. Furthermore, *students missing more than six classes will automatically fail the class*. There is one exception: You and I agree on a reasonable accommodation *prior* to an assignment's due date or the day you miss class. I consider arrangements after the fact only in extraordinary, documented circumstances. See page 2 for more about such accommodations.

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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, and so on will inevitably lead to legitimate conflicts over your time. If you expect that you will miss 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 still carry a penalty: your grade on the assignment may be reduced (since you may 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 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, I encourage you to talk with me to learn how to improve on future assignments.

## 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.

## Mobile Phones, Laptops & Related Technologies

Student interactions with portable technology devices can harm the dynamics of the classroom. Unless you are told otherwise, I therefore 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 me and have demonstrated that using a laptop is necessary for your learning.*

## 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.cmu.edu/hr/eos/disability/students/index.html>

## 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. For more information on Carnegie Mellon University's sexual harassment policy, visit

[http://www.cmu.edu/policies/documents/SA\\_SH.htm](http://www.cmu.edu/policies/documents/SA_SH.htm)

## 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 assignments, and seeking help whenever you are struggling. See page 15 for the academic honor code for this course.

In this class, there are two typical violations of academic integrity. The first involves **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 first-person pronouns "I", "me", "my", etc.) 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 Academic Resource Center (ARC). Please see page 14 for more information on how to properly cite the claims and ideas of others in your assignments.

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, 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. To help you facilitate this, every written assignment requires you to include a completed Commitment to Academic Integrity Form. See page 13 for a sample form. The course website will also contain templates for these.

The second type of academic integrity violation concerns **using the notes of a classmate during an in-class summary presentation**. Now I absolutely encourage you all to consult with each other (and with me) about the course material, but I expect that you use this as a reference for putting together *your own* notes and improving your own understanding. Simply reading from another's notes during the presentation is usually an embarrassing and futile exercise where you fumble and cannot coherently summarize anything. If you actually understand the material by putting it into your own words, your presentation will be far easier for you and a joy for us to hear.

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 first meet with the student for an explanation. If I remain convinced that there is a violation, I write a letter to the Associate Dean of Academic Affairs indicating that the student in question submitted plagiarized material. Beyond that, I 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 that paper at all. Plagiarism is also a violation of the community standards at Carnegie Mellon University. As such, there may be further penalties imposed by a University Academic Review Board. For more information, see the section on "University Policies" in the most recent edition of *The Q Word: Undergraduate Student Handbook & Planner*.

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.

# Assignments

## Reading

Most days of class have an assigned reading (see the schedule on pages 5 & 6) that you are expected to have read and thought about *before* class. This allows 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 this material is not like reading a novel or a textbook. 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 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.

**Reading questions:** To help guide you in this process, I post reading questions on the course website that will highlight the concepts and arguments that will frame our class discussions of that material. The questions primarily have you demonstrate your comprehension of the readings' main claims and arguments.

## Participation (10% of Final Grade)

Class attendance and participation are very important in understanding and retaining the class material. I therefore do my best to make our class meetings worthwhile and time well spent. I also take special care to create environments 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.

**Out-of-class participation** is done through the social media site Twitter. This platform provides a valuable—dare I say fun?—way to engage with your fellow students about the course material outside of our class meetings. You are required to tweet *a minimum of five 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 **#HDDR16**. Without that hashtag, I cannot collect and review your tweets.

Each tweet is graded pass/fail. Your **base participation grade** is determined at the end of the course by (1) taking the number of tweets you posted (capped at five tweets between each class) and dividing this by the total number required (there are 27 between-class periods, so at least 135 tweets is expected), and (2) normalizing this ratio to the 5-point scale from page 1. See page 9 for more details about using Twitter.

**In-class participation** influences your base participation grade based on consideration of the items below.

**Absences, tardy arrivals, and other distracting behavior** impact your participation grade in the following ways: each unexcused class absence lowers your participation grade by 1.00 point (one letter grade), while each time you are tardy lowers it by 0.50 points (one-half letter grade). More than six absences, however, constitute automatic failure of the entire course. Sleeping in class, chatting with the person sitting next to you, using your cell phone, leaving the classroom, doing homework for another class, and other similar behavior is 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 1.00 point (one letter grade). Also, if you have perfect attendance with no tardy arrivals, your participation grade is automatically boosted an additional 1.00 point (one letter grade).

Note that it is possible that your participation grade goes negative because of penalties. On the other hand, it is also possible that it could go well above 5.00 points. Strive for the latter!

## Class Summaries (10% of Final Grade)

I expect that during each class meeting you are taking notes, paying close attention to what we are covering, asking questions when confused, and, by the end of class, grasping what we accomplished. After each class you should then review your course notes and distill them down into a succinct analysis of the most important and/or interesting issues covered that day. Given that most of our meetings involve critically assessing one or more positions on an issue, the distillation process endeavors to understand these positions and how the class analyzed them.

The fruits of this process is assessed **at the beginning of each class**, where *one* student will be randomly selected (by the roll of dice) to present a short five-minute summary of our previous class meeting. Being confused about the previous class, or having been absent from it, is not an excuse: you always have permission to consult the notes—but *nothing* more—of a classmate. Indeed, I highly encourage you all to consult with each other and compare course notes *outside* of class, but you may only use your own notes during your in-class presentation.

*Do not organize this presentation like a book report*, where you proceed chronologically through each and every moment of our previous class. This will be extremely confusing for your audience, and you are likely to miss important points. Instead, *organize your summary around how we answered the posted reading questions*, regardless of the order in which they were addressed during class. Doing so provides a natural organization while ensuring that you cover all the relevant issues.

Keep in mind that you only have five minutes to present; I will ask you to stop after that time is up. Every student will present at least once. Otherwise, the particular time and frequency of presentations is entirely random. Each class summary is graded according to the 5-point grading scale from page 1. If you are selected but not present (due to either an unexcused absence or tardy arrival), you receive a 0.00 (R). 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. See page 10 for the grading rubric.

### Missing Class?

If you are missing class, you may email me a brief (≈600-word) write up about the material you miss that day. All this write up should do is answer all the posted reading questions for that class. Please follow the “General Technical Requirements for Written Assignments” (on page 14) when doing this. Also, please do not waste space rewriting the reading questions. You may, however, number your answers according to those questions.

If I receive this write up by 3:00PM the day you are absent, your absence is excused without penalty. Furthermore, if you are randomly selected for a class summary that day, you will not be penalized for missing it.

However, if I receive it by 11:59PM the next day, your absence is *not* excused but is treated as a tardy instead. If you are randomly selected for a class summary that day, you will still receive a 0.00 (R) for it.

# Assignments (Continued)

## Analytic Summaries (20% of Final Grade)

There will be 2 analytic summaries, each of which will count for 10% towards your final course grade. Each consists of a brief (≈750-word) summary of an argument presented in the reading but without providing any critical commentary of that argument. Analytic summaries are 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 central position (or main thesis), (2) the set of premises, reasons, and/or evidence that is offered as support for that position, (3) why these premises, reasons, and/or evidence are thought plausible in their own right or difficult to deny, and (4) how these premises, reasons, and/or evidence are supposed to support or otherwise entail the central position. See page 11 for the grading rubric.

## Position Papers (40% of Final Grade)

There will be 4 position papers, each of which will count for 10% towards your final course grade. Each consists of a sustained (≈1,200-word) argument supporting a particular claim or conclusion. The purpose of these papers is to practice building a reasoned argument in support of a position of your own on an issue raised by the readings and discussed in class. For each position paper, you must (1) state concisely your central position (or main thesis) on the issue; (2) demonstrate how this position is supported or entailed by premises, reasons, and/or evidence; and (3) explain how these premises, reasons, and/or evidence are plausible in their own right or difficulty to deny. See page 12 for the grading rubric.

## Donation Project (20% of Final Grade)

By the end of the first week of class, you will be assigned to a group. Together, you will determine to whom I will donate OR 2,000 on your group's behalf. During the semester, your group will be asked to submit short (≈600-word) milestones demonstrating research your group has been doing to help make this decision. During finals week, your group will give a fifteen-minute presentation clearly indicating (1) to whom your group will donate the money and (2) the justification and reasoning behind your decision. Your presentation will then be followed by 5–10 minutes of Q&A with the audience. See pages 7 & 8 for more details and page 13 for the grading rubric.

### Peer Evaluations for Group Work

The donation project is considered a group project. When it comes to grading, each person in the group will receive the same grade. I also leave it to your group to decide how to fairly distribute the workload.

In order to encourage everyone in your group to do their fair share, you are required to submit peer evaluations about your group's members. At the end of the semester, I will use the peer evaluations about you to either raise or lower your overall grade on the donation project.

Peer evaluations for a project milestone are due at the same time as that milestone. Peer evaluations for the donation presentation are due the day after your presentation by 12:00PM (noon). Evaluations will be submitted through Google Forms.

## Rough Drafts

Unless I say otherwise, you are *not* required to turn in any rough drafts. Of course, I will gladly meet with you to discuss your paper. If you are not asking a relatively simple technical question, please do not simply email me your paper. Email conversations on subtle philosophical issues are seldom productive. Instead, schedule an appointment with me, bring two copies of your paper to that meeting (one for you and one for me), and together we will go over the areas of the paper with which you are struggling. Past experience shows that this method of reviewing rough drafts is the most effective.

If you insist on emailing me your paper, keep in the following in mind:

1. If it is the weekend or after 5:00PM, the likelihood of me reading your paper immediately is slim. So expect any comments to arrive the next weekday at the earliest. Of course, if you have a simple, technical question, I usually respond much quicker, even on weekends.
2. I will only read your paper until I encounter one area for improvement, large or small, and I will inform you of it. This area typically involves something in the introductory paragraph. I seldom get more than two paragraphs into the paper. Needless to say, this will help ensure a well-written introduction, but otherwise it is a highly inefficient way for you to develop the more substantive areas of your paper.

In short, I highly encourage you to meet face-to-face with me about specific areas for which you require my assistance. Doing so will almost certainly make a huge difference in the quality of your final paper, and, in turn, my task of reading it will prove far more enjoyable.

### 12-Hour Grace Period for All Written Assignments

All analytic summaries, position papers, and donation project milestones have a 12-hour grace period. This means that you are always free to submit a written assignment (via Blackboard) up to 12 hours *after* its posted due date/time without penalty. In sort, all written assignments have an automatic 12-hour extension.

However, I will only consider further extensions in extraordinary, documented circumstances.

# Schedule

wk	Date	Topic/Readings	# Pages	Assignments
1	1/10 (Sun)	<b>Prologue: Health &amp; Human Rights in an Interconnected World</b>		Donation project topic posted. Analytic summary #1 topic posted.
	1/12 (Tue)	Shelly Kagan, "Rights".	9	
2	1/16 (Sat)			<b>Analytic summary #1</b> due by 12:00PM (noon) via Blackboard.
	1/17 (Sun)	Eileen Stillwaggon, "AIDS and Poverty in Africa: Prevention and Treatment Require a Focus on Overall Health and Development".	4	Analytic summary #2 topic posted.
	1/19 (Tue)	<b>Realism: Skepticism About Global Justice (Unit #1)</b> Thomas Hobbes, <i>Leviathan</i> . <i>Optional: Glossary of terminology in the Leviathan.</i>	13	
3	1/23 (Sat)			<b>Donation project milestone #1</b> due by 12:00PM (noon) via Blackboard.
	1/24 (Sun)	Garrett Hardin, "Living on a Lifeboat" & "The Feast of Malthus".	15	
	1/26 (Tue)	Amartya Sen, "Women's Agency and Social Change" & "Population, Food and Freedom".	50	
4	1/30 (Sat)			<b>Analytic summary #2</b> due by 12:00PM (noon) via Blackboard.
	1/31 (Sun)	Amartya Sen, "The Importance of Democracy" & "Famines and Other Crises". <i>Optional: Xan Rice, "Hunger Pains: Famine in the Horn of Africa".</i>	50	Position paper #1 topic posted.
	2/2 (Tue)	Richard Ashcroft, "Access to Essential Medicines: A Hobbesian Social Contract Approach".	14	
5	2/6 (Sat)			<b>Donation project milestone #2</b> due by 12:00PM (noon) via Blackboard.
	2/7 (Sun)	<b>Libertarian Responses: Negative Duties &amp; Global Resources (Unit #2)</b> John Locke, <i>Second Treatise of Government</i> .	35	
	2/9 (Tue)	 <b>Qatar National Sports Day</b>		
6	2/13 (Sat)			<b>Donation project milestone #3</b> due by 12:00PM (noon) via Blackboard.
	2/14 (Sun)	Robert Nozick, <i>Anarchy, State, and Utopia</i> .	26	
	2/16 (Tue)	Brian Barry, "Humanity and Justice in Global Perspective".	30	
7	2/20 (Sat)			<b>Position paper #1</b> due by 12:00PM (noon) via Blackboard.
	2/21 (Sun)	Thomas Pogge, "Eradicating Global Poverty: Brief for a Global Resources Dividend".	19	Position paper #2 topic posted.
	2/23 (Tue)	Mathias Risse, "Do We Owe the Global Poor Assistance or Rectification?"	10	
	2/28, 3/1	 <b>Spring Break</b>		



# Schedule (Continued)

wk	Date	Topic/Readings	# Pages	Assignments
8	3/6 (Sun)	No Class		
	3/8 (Tue)	Richard Miller, "Globalization Moralized".	29	
9	3/12 (Sat)			Donation project milestone #4 due by 12:00PM (noon) via Blackboard.
	3/13 (Sun)	Mathias Risse, "Is there a Human Right to Essential Pharmaceuticals?"	31	
	3/15 (Tue)	Human Rights, Beneficence & Humanity (Unit #3) Onora O'Neill, "The Dark Side of Human Rights". Optional: The General Assembly of the United Nations, "Universal Declaration of Human Rights".	19	
10	3/19 (Sat)			Position paper #2 due by 12:00PM (noon) via Blackboard.
	3/20 (Sun)	James Nickel, "Poverty and Rights".	18	Position paper #3 topic posted.
	3/22 (Tue)	Martha Nussbaum, "Women and Equality: The Capabilities Approach".	19	
11	3/26 (Sat)			Donation project milestone #5 due by 12:00PM (noon) via Blackboard.
	3/27 (Sun)	Peter Singer, "Famine, Affluence, and Morality".	15	
	3/29 (Tue)	James S. Fishkin, "The Zone of Indifference" & "The Famine Relief Argument".	16	
12	4/2 (Sat)			Position paper #3 due by 12:00PM (noon) via Blackboard.
	4/3 (Sun)	International Aid: From Theory to Practice (Unit #4) Jeffrey D. Sachs, "Making the Investments Needed to End Poverty".	24	Position paper #4 topic posted.
	4/5 (Tue)	William R. Easterly, "The Legend of the Big Push".	18	
13	4/10 (Sun)	Andrew Kuper, "More Than Charity: Cosmopolitan Alternatives to the 'Singer Solution'".	14	
	4/12 (Tue)	Dale Jamieson, "Duties to the Distant: Aid, Assistance, and Intervention in the Developing World".	20	
14	4/16 (Sat)			Position paper #4 due by 12:00PM (noon) via Blackboard.
	4/17 (Sun)	Esther Duflo & Michael Kremer, "Use of Randomization in the Evaluation of Development Effectiveness".	29	
	4/19 (Tue)	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	
	TBA			Donation project presentations.

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# Donation Project

**Presentation Date:** TBA, during finals week.

Your final grade for the donation project will be determined by the grade your group receives on this presentation. Peer evaluations about you will boost or lower your overall project grade. However, if you fail to be present for *all* group presentations, you will receive a 0.00 (R) for the donation project.

**Instructions:** The presentation should be fifteen minutes in length. I will ask your group's presenter(s) to stop after that time is up. I will then open the floor for 5–10 minutes of Q&A with the audience.

Your group's assignment is to present a clear decision in response to the question below and then provide a reasoned *argument* in support of that decision. Given that your group's choice will lead to a definite course of action, please 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, reasons, and/or evidence you are using to support that decision,
3. The justification why these premises, reasons, and/or evidence are plausible and difficult to deny, and
4. The inferences showing how these premises, reasons, and/or evidence entail your decision.

This is still a pretty short presentation, so remember to *stay focused*. It should be clear to the audience how each thing you are saying 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. Please cite any material that you draw upon, if you do so. However, please do not waste time with unnecessary quotation. I am primarily interested in your view. However, do not assume that the audience is familiar with this project, so you must explain your argument to them as clearly as possible.

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 your argument here. The purpose of this introduction is to give the audience (who may not be familiar with this project) any relevant background information for easily understanding the argument defending your group's decision. Furthermore, the audience will know immediately the position the presentation will defend. Any further background information is typically best included as needed during the rest of the presentation.

In general, the statement of your group's decision is one straightforward sentence that clearly states the position the rest of the presentation will defend. Do not be coy in stating this decision. Be blunt and clear about what it is. There is nothing with simply saying, "In this presentation, we will argue why we will [your team's decision]". This gives your presentation focus, conveying to the audience exactly what it is they should expect from you.

The remainder of the presentation should then provide your group's argument for justifying its decision.

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 accepting your decision; the presentation is already short enough, so such a summary is not needed. So the presentation should end once it finishes making its argument. You can end, of course, by thanking the audience and asking if they have any questions for you.

Finally, I encourage you to creatively explore this topic. Even so, while you have greater freedom in terms of your presentation's 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 group's decision. Entertaining the audience has extremely low priority.

**Topic:** Your group has been given QR 2,000. As a group, you must choose to donate this 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. Médecins Sans Frontières ([www.msf.org](http://www.msf.org)), or
4. The 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.

**Suggestions:** Your group's presentation must address the four items mentioned in the instructions. 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* to reflect on the decision your group is willing to defend as the most compelling. Once your group has debated, deliberated, and agreed upon its course of action, then you all can begin to identify the strongest reasons to offer in support of that decision. 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 your 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 going to assume that you have no idea what you are talking about. This means that you must continually demonstrate that you actually understand the argument that you are presenting.

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# Donation Project Presentation (Continued)

**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 at least 500 words in length and conform to the course's "General Technical Requirements for Written Assignments" (on page 14 of the syllabus). Each should consist of a coherent response to that milestone's question.

These milestones are as follows:

**Donation project milestone #1** (due Saturday, January 23<sup>rd</sup> by 12:00PM (noon) via Blackboard): How would the Against Malaria Foundation use your QR 2,000 donation? Do you think that would be a valuable use of your money? Why or why not?

**Donation project milestone #2** (due Saturday, February 6<sup>th</sup>) by 12:00PM (noon) via Blackboard): How would the Future of Humanity Institute use your QR 2,000 donation? Do you think that would be a valuable use of your money? Why or why not?

**Donation project milestone #3** (due Saturday, February 13<sup>th</sup> by 12:00PM (noon) via Blackboard): How would Médecins Sans Frontières use your QR 2,000 donation? Do you think that would be a valuable use of your money? Why or why not?

**Donation project milestone #4** (due Saturday, March 12<sup>th</sup> by 12:00PM (noon) via Blackboard): How would the Carnegie Mellon Fund use your QR 2,000 donation? Do you think that would be a valuable use of your money? Why or why not?

**Donation project milestone #5** (due Saturday, March 26<sup>th</sup> by 12:00PM (noon) via Blackboard): Based on your research of the four choices, to whom will your group donate its QR 2,000? Why? (This last milestone is due a few weeks before your final presentation, so do not worry if your group decides to change its mind later. Please just notify me in advance if you do end up changing your mind.)

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

**Q&A Session:** At the end of each group's presentation, there will be time for 5–10 minutes of questions from the audience. The presenting group is expected to thoughtfully and respectfully respond to those questions.

Meanwhile, members of the other groups in the audience are expected to ask interesting questions. If your group chose a different option for its donation, this is an opportunity to respectfully challenge to the presenting group. Or, if your group selected the same option, you may raise points for further clarification or justification by the presenting group. (You may be surprised to learn that students most often—and most intensely—disagree with those who chose the same option!)

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

For each milestone, only one person in your group needs to submit it. For the final presentation, one group member may do the entire presentation, or several group members may participate.

If you are having trouble getting in touch with your team members, please let me know, and I will do my best to get you in contact with each other. Furthermore, 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.

**Peer Evaluations:** All peer evaluations are due via Google Forms, using URLs that I will email to you. Milestone peer evaluations are due at the same time as their respective milestone. The final presentation peer evaluations are due the day after your presentation by 12:00pm (noon).

Failure to submit an evaluation on time will result in a 0.10 point (i.e., one-tenth letter grade) deduction from your overall donation project grade.

Your peer evaluations will have you assign each member of your group a score in response to questions about their contribution to the project. In particular, you are asked to think about the extent to which you believe that they did their fair share of the work. You are free, but not required, to include comments if you feel it necessary to explain your evaluations.

At the end of the semester, your total score (as given to you by your group) will be compared to the class average. If your score is above average, then your overall donation project grade is increased by 0.25 point (one-quarter letter grade) per standard deviation you are above average. If you are below average, then your overall donation project grade decreases by 1.00 points (one letter grade) per standard deviation you are below average.

Note that it is possible that your overall donation project grade goes negative because of penalties. On the other hand, it is also possible that it goes above 5.00. So work hard for your group and strive for the latter!

**Collaboration & Academic Integrity:** Please be aware that academic integrity demands that each group work on its own in researching and preparing for its donation presentation.

That said, everyone remains free to discuss the various organizations, share related articles and other links, and so on, via Twitter using the course hashtag **#HDDR16**. However, if you use anything coming from someone outside of your group, please cite that person, e.g., as "From a tweet by @TwitterName" or "From a discussion with Person's Name".

I always encourage you to talk about these issues with your classmates and others. Learning with and from others is great! But I also expect that your team writes its own milestones and presentation, all while being honest about any assistance your group may have received in doing so.



# 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, I hope that you are even 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, human rights, or this course.

## Not Relevant



**Student A** @sayWhat

I sure hope the professor brings candy to class today! #HDHR16

## Relevant



**Student B** @superStar

This website has many examples of different types of foreign aid [www.intelligenteconomist.com/types-of-foreign-aid/](http://www.intelligenteconomist.com/types-of-foreign-aid/) #HDHR16

By *substantive*, I mean more than giving generic commentary, retweeting someone else's post, or simply presenting a quote from the text. 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 or quote from the text is great, but follow it up some interesting commentary of your own about it (the #pt hashtag is useful here). While I will only count your substantive comment as one of your tweets, the retweet or the quote will provide that comment with valuable context.

## Not Substantive



**Student A** @sayWhat

You are wrong. #HDHR16

## Substantive



**Student B** @superStar

I disagree. Those in extreme poverty have a right to basic necessities, regardless of whether we are responsible for their suffering #HDHR16

## Not Substantive



**Student A** @sayWhat

RT @guardian: Enough of aid – let's talk reparations via @GuardianGDP <http://trib.al/trSE7sK> #HDHR16

## Substantive



**Student B** @superStar

RT @guardian: Enough of aid – let's talk reparations via @GuardianGDP <http://trib.al/trSE7sK> #HDHR16



**Student B** @superStar

Unlike Risse, this guy believes Western nations do owe reparations because of colonialism #pt #HDHR16

## Not Substantive



**Student A** @sayWhat

According to Kagan, "Talk of rights . . . is horrendously ambiguous" #HDHR16

## Substantive



**Student B** @superStar

According to Kagan, "Talk of rights . . . is horrendously ambiguous" #HDHR16



**Student B** @superStar

I never thought that before, but the different types of rights he presents really show how people confuse rights #pt #HDHR16

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.

## Not Respectful



**Student A** @sayWhat

@aClassmate can slack and still be certain his government will spoon feed him with a diamond encrusted, golden spoon #HDHR16

## Respectful



**Student B** @superStar

I am worried that Qatarization will decrease the motivation of nationals to work hard and improve themselves #HDHR16

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 are not required to have this account connected to your real name or any other personal details. In making these decisions, do keep in mind that *people outside of this class—and even outside of the Carnegie Mellon community—can see what you are saying.* For my part, I will never reveal to anyone (either inside or outside of this class) which student is connected to which Twitter account. I want you to be comfortable in having open and honest engagement with the course material.

Alternatively, it is fine if you use *multiple* Twitter accounts for this course. That is, you might use your regular account to tweet about things that your Twitter followers and friends may find interesting, while also using a disposable account to tweet about things you would rather not connect to your name. While juggling two different accounts can be tricky, this offers you the potential of having the best of both options.

For assessment purposes, I do require that you send me the name(s) of the account(s) you want me to track for this class and that you make sure those accounts' contents are publicly viewable. So even if accounts are not connected to your real names, I still know to whom that account belongs for determining out-of-class participation grades. Just to be clear: *I will not share your account information with anyone.* Please email me this information by 5:00PM on Monday, January 11<sup>th</sup>.

When tweeting for this course, please always use the hashtag #HDHR16. This hashtag is essential since I will not be checking your accounts' 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 #HDHR16, 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 for Day Month, 2016: Grading Rubric

Student:

Normalized Grade:

Grader:

	Excellent	Satisfactory	Mediocre	Unacceptable
<b>General Requirements</b>				
Followed the conventions of standard English, with no errors hindering comprehension.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organized to convey ideas clearly in a logical fashion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Followed the instructions concerning the summary.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Content</b>				
Displayed preparedness and competency concerning the material being summarized.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Summarized the most important and/or interesting issues from the previous class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Summarized how the previous class discussion answered that day's reading questions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall, adroitly summarized the previous class discussion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# Analytic Summary: Grading Rubric

Student:  
Grader:

Points Earned:  
Normalized Grade:

	Excellent	Satisfactory	Mediocre	Unacceptable
<b>General Requirements</b>				
Follows the "General Technical Requirements for Written Assignments" (on page 14 of the syllabus).	0	-2	-4	-5
Followed the conventions of standard English, with no errors hindering comprehension.	0	-2	-4	-5
Organized to convey ideas clearly in a logical fashion.	0	-2	-4	-5
Followed the instructions concerning this paper's topic.	0	-8	-16	-20
<b>Introduction: Background &amp; Statement of the Central Position</b>				
Begins with a brief introductory paragraph that is no more than four sentences long.	0	-2	-4	-5
Clearly and correctly identifies the central position (or main thesis) of the Argument Under Analysis (AUA).	5	4	2	0
Clearly presents any background information and explains any terminology necessary for someone unfamiliar with the AUA to readily understand its central position. <i>(This criteria also applies to claims made the body of this paper.)</i>	15	12	6	0
<b>Body: Justification of the Central Position</b>				
Clearly and correctly identifies the principle premises, reasons and/or evidence offered in support for the central position by the AUA.	15	12	6	0
Clearly and correctly identifies why these premises, reasons, and/or evidence are thought to be plausible, compelling, and difficult to deny by the AUA.	25	20	10	0
Clearly and correctly identifies the structure of the inferences used to show how those premises, reasons, and/or evidence are supposed to entail the central position of the AUA.	25	20	10	0
Summarizes these elements of the AUA using the student's own words and neither those of the AUA's original author nor those of the professor.	5	4	2	0
Remains neutral concerning the merits and faults of the AUA.	5	4	2	0
Remains focused on the AUA's defense of its central position without being distracted by inessential details.	10	8	4	0
<b>No Conclusion</b>				
The paper ends once it has finished summarizing the AUA. There is no concluding paragraph summarizing the paper or explaining the consequences that result from accepting the AUA's central claim.	0	-2	-4	-5
Overall, demonstrates full comprehension of the AUA while adroitly summarizing its argumentative structure.	5	4	2	0

# Position Paper: Grading Rubric

Student:  
Grader:

Points Earned:  
Normalized Grade:

	Excellent	Satisfactory	Mediocre	Unacceptable
<b>General Requirements</b>				
Follows the "General Technical Requirements for Written Assignments" (on page 14 of the syllabus).	0	-2	-4	-5
Followed the conventions of standard English, with no errors hindering comprehension.	0	-2	-4	-5
Organized to convey ideas clearly in a logical fashion.	0	-2	-4	-5
Followed the instructions concerning this paper's topic.	0	-8	-16	-20
<b>Introduction: Background &amp; Statement of the Central Position</b>				
Begins with a brief introductory paragraph that is no more than four sentences long.	0	-2	-4	-5
Clearly presents the central position (or main thesis) that the paper intends to defend in the introductory paragraph.	5	4	2	0
Clearly presents any background information and explains any terminology necessary for someone unfamiliar with the paper's topic to readily understand its central position. ( <i>This criteria also applies to claims made in the body of this paper.</i> )	15	12	6	0
<b>Body: Justification of the Central Position</b>				
Clearly presents the principle premises, reasons and/or evidence in support of this paper's central position.	15	12	6	0
Clearly and persuasively explains why these premises, reasons, and/or evidence are plausible, compelling, and difficult to deny.	25	20	10	0
Clearly and persuasively explains the inferences used to show how these premises, reasons, and/or evidence support the central position.	25	20	10	0
Provides relevant and concise examples to help clarify and illustrate important points and concepts.	10	8	4	0
Remains focused on defending its central position without being distracted by inessential details.	10	8	4	0
Provides a generally compelling defense of its central position.	15	12	6	0
<b>No Conclusion</b>				
Ends once it has finished defending its position. There is no concluding paragraph summarizing the paper or explaining the consequences that result from accepting this paper's central claim.	0	-2	-4	-5
Overall, demonstrates full comprehension of the paper's topic while adroitly defending its position.	5	4	2	0

# Donation Project Presentation: Grading Rubric

Students:

Points Earned:

Normalized Grade:

Grader:

	Excellent	Satisfactory	Mediocre	Unacceptable
<b>General Requirements</b>				
Followed the conventions of standard English, with no errors hindering comprehension.	0	-2	-4	-5
Organized to convey ideas clearly in a logical fashion.	0	-2	-4	-5
Followed the instructions concerning the presentation.	0	-8	-16	-20
<b>Background &amp; Statement of the Team's Decision</b>				
Begins with brief introductory remarks that are no longer than two minutes.	0	-2	-4	-5
Clearly presents the group's decision.	5	4	2	0
Clearly presents any background information and explains any terminology necessary for someone unfamiliar with the donation project to readily understand this decision. <i>(This criteria also applies to claims made in the rest of this presentation.)</i>	15	12	6	0
<b>Justification of the Group's Decision</b>				
Clearly presents the principle premises, reasons, and/or evidence in support of the group's decision.	15	12	6	0
Clearly and persuasively explains why these premises, reasons, and/or evidence are plausible, compelling, and difficult to deny.	25	20	10	0
Clearly and persuasively explains the inferences used to show how these premises, reasons, and/or evidence support the group's decision.	25	20	10	0
Provides relevant and concise examples to help clarify and illustrate important points and concepts.	10	8	4	0
Remains focused on defending the group's decision without being distracted by inessential details.	10	8	4	0
Provides a generally compelling and convincing defense of the group's decision.	15	12	6	0
<b>Q&amp;A Sessions</b>				
Displayed preparedness and competency in either answering or asking questions during the Q&A sessions.	5	4	2	0
Responded to questions from the audience in a thoughtful and respectful manner.	10	8	4	0
Asked interesting and challenging, though respectful, questions in response to the presentations of the other groups.	10	8	4	0
Overall, demonstrates full comprehension of the project while adroitly defending the group's decision.	5	4	2	0



# General Technical Requirements for Written Assignments

All written assignments are expected to satisfy the following:

1. Have a cover page consisting of a completed Commitment to Academic Integrity Form (you sign it by typing your name).
2. Be double-spaced.
3. Be written in 12PT, "Cambria" (the default MS Word font), or another similar serif-type font.
4. Have side-margins of 1 inch.
5. Have horizontal alignment that is fully justified.
6. Have no extra space between paragraphs.
7. Have each paragraph begin with a tab indentation.
8. Have the paper's total word count at the top left corner of the title page.
9. Have a descriptive title (see section on title pages below).
10. Have page numbers (see section on page numbering below).
11. Use footnote citations (see section on citing your sources below).

Yes, this is boring, and yes, it is pedantic. The point of 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 completed copy of the Commitment to Academic Integrity Form) and 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: 603	Troy McClure – 2
Analytic Summary #1 Thomas Hobbes and the 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 "Hobbes' State of Nature" is not very exciting, it is perfectly adequate for an analytic 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 is Wrong" as a title for a position paper: it specifies the issue and the stance you take 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 Commitment to Academic Integrity Form). 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 poorest countries *can* grow and develop on their own".<sup>1</sup>

<sup>1</sup> William Easterly, "The Legend of the Big Push", p. 40.

You are required to properly cite all your sources (see pages 2 and 15 of the 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 (similar to how they are cited in the course syllabus' schedule), as in:

Thomas Hobbes, *Leviathan*, pp. 57–58.

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 January 22, 2014 from <http://www.rep.routledge.com/article/A022>.

Richard Kraut, "Plato", *The Stanford Encyclopedia of Philosophy* (2004), retrieved on January 22, 2014 from <http://plato.stanford.edu/entries/plato/>.

Thomas Brickhouse and Nicholas D. Smith, "Plato", *The Internet Encyclopedia of Philosophy*, retrieved on January 22, 2014 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:

John Rawls, *Political Liberalism* (New York: Columbia University Press, 1993), pp. 85–106.

In addition, you must also cite all outside sources. For example, if a classmate has something you want to use in your own work, you must cite it, like this:

From a conversation with X.

From the notes of X.

Similarly, if you seek assistance from the Academic Resource Center (ARC), then you must also cite it in a footnote, for instance, as follows:

X from the ARC helped me improve the grammar and spelling in this paragraph.

If you receive more thorough assistance from the ARC, e.g., spanning most/all of your assignment, then be sure to clearly indicate this in a footnote at the end of the paper.

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

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# Academic Honor Code for Health, Development & Human Rights

## 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 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 presentation, paper, or other assignment included in the course;
- Substitution for, or unauthorized collaboration with, another student or person in the commission of course requirements;
- Submission of material that is wholly or substantially identical to that created or published by another person or persons, without adequate citations;
- False claims of performance or work that has been submitted by the student.

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

Each student in this class must also 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 section containing the academic integrity policy in the course syllabus.
- Assist students in attributing the contribution of others by having them complete a Commitment to Academic Integrity Form for all written assignments.

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

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# Commitment to Academic Integrity Form: Sample

Place an X before each statement that is true and provide all the relevant information:

☐ I collaborated with the following people:

☐ I received help from the following people (this includes the professor, classmates, course assistants, the Academic Resource Center (A.R.C.), friends, family members, and so on):

☐ I provided help to the following classmates:

☐ I worked alone.

☐ I have cited any and all relevant sources in footnotes.

I understand that this assignment falls under the course's Academic Honor Code.

Today's Date: \_\_\_\_\_

Your Name: \_\_\_\_\_

# HEALTH, DEVELOPMENT & HUMAN RIGHTS

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## Honor Agreement

I hereby acknowledge that as a student in this class, I have read the Academic Honor Code for Health, Development & Human Rights, and intend to adhere to both the letter and spirit that it seeks to embody. If I am ever tempted to violate this code, I will seek help from the professor in order to find an alternative course of action. If I have any questions about this code, I will ask.

Today's Date: \_\_\_\_\_

Print Your Name: \_\_\_\_\_

Sign Your Name: \_\_\_\_\_