

HEALTH, DEVELOPMENT & HUMAN RIGHTS

Units 9.0
Time Monday, Wednesday: 3:00PM–4:20PM
Location CMUQ 1030
Website <https://www.andrew.cmu.edu/user/degray/HDHR18/>

Instructor Professor David Emmanuel Gray
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Office Hours By appointment, or whenever my office door is open

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Course Overview

Description

Around 767 million people (about 10.7% of the global population) live on less than \$1.90 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 nature of human rights along with the connections between health and poverty in the developing world. The majority of the course is then spent assessing several different claims about our obligations, 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 about what moral obligations and duties, if any, citizens in developed nations may have towards those in extreme poverty,
- Reflect on your assumptions and form your own considered judgments about these issues, and
- Communicate your understanding and analysis of these issues through both verbal and written discourse.

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

Readings

All readings are posted on the course website. You are expected to read all assigned material according to the class schedule on pages 4 and 5.

Announcements & Other Communication

I will email important information to you throughout the semester, so please routinely check your CMU email address for updates. Otherwise, I am glad to answer your questions, discuss your work, or respond to your concerns. Please see me at my office or get in touch via email.

Submitting Assignments

To encourage proper citation of sources, all assignments must be submitted to TurnItIn. If any problems occur, please email me a copy of your assignment *before* it is due. I will then submit it for you.

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 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 include class summaries, 2 analytic summaries, and 4 position papers. Please refer to pages 2 and 3 for details.

The total possible score may vary from assignment to assignment. Therefore, your raw scores will be normalized to a 5-point scale for determining grades:

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 2 and 3.

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.

Participation & Attendance

This course is based on the principle of experiential learning, where you learn not only from me but from your discussions and interactions with your classmates. Like any activity, philosophy can only be learned through practice. Indeed, 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 2 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. 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 6 for more about such accommodations. Regardless, *students missing more than five classes—whether these absences are excused or not—will automatically fail this course*. For these purposes, two late arrivals will count as one absence. Furthermore, students showing up more than 15 minutes late will be marked as absent.

Assignments

Reading

Most days of class have an assigned reading (see the class schedule on pages 4 and 5) 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 (15% of Final Grade)

Unlike lecture based classes, this course challenges each of us to share in the difficult process of understanding and evaluating complex and important works of philosophy. As a result, class attendance and participation are very important in understanding and retaining the class material. Therefore, I will take attendance promptly at the start of each class at 3:00PM. However, I will do my best to make our class meetings worthwhile and time well spent. I will also take special care to create an environment where you feel comfortable asking questions and expressing your views about the course material. To get the most out of our class meetings, *do not confuse this cooperative style of learning with mere conversation or informal, organized chatting.*

Missing Class? Late to Class?

It is extremely important that you are caught up on the course material and not falling behind. Therefore, I will take attendance promptly at the start of each class at 3:00PM. If you are not sitting in your seat at that time—regardless of whether you are absent or merely thirty-seconds late to class—you are *required* to email me a written class summary of that day's class before 11:59PM the next day.

A **written class summary** is a brief (≈750-word) write up about that day's material, following the structure and criteria of the regular, verbal class summaries discussed above. The only difference is that this summary is written and should follow the "General Technical Requirements for Written Assignments" (handed out and posted on the course website). Please use the template provided on the course website in doing so.

Each written class summary is graded according to the 5-point grading scale from page 1. The same criteria as the verbal class summaries will be applied in calculating this grade, and it will be included in the average of your verbal class summary grades. Failure to email me this write up before 11:59PM the next day will result in a 0.00 (R) for that assignment. See the course website for a sample grading rubric.

Class Summaries (15% 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. You should also consult the reading for that day to fill in any gaps of material that you might have not fully understood. 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 a die) to present a five-minute **verbal 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. Keep in mind that you only have five minutes to present; I will ask you to stop after that time is up.

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 verbal 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. If there were no posted reading questions for that class, then summarize the two or three most important ethical issues we addressed during class.

Every student will do at least one class summary. Otherwise, the particular time and frequency of verbal class summaries is entirely random. Each verbal 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 late 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. A sample grading rubric.

Free Passes

You initially have one free pass to use during this course. A free pass may be exchanged for any one of the following:

- A re-rolling of the die for a verbal class summary (keep in mind that you may be randomly selected again by the die),
- Not having to submit a written class summary (due to an absence or late arrival), or
- A 24-hour extension for any written assignment.

For every 7 classes in a row that you *fully* attend (i.e., you are not absent, you are not late, and you are not asleep) I will give you an additional free pass. This means you have the opportunity to earn up to 3 more free passes that can be used as indicated above.

However, for each free pass that you do not use by the end of the course, I will boost your overall participation grade by 0.20 (i.e., one fifth of a letter grade). So use any free passes wisely!

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 analytic summary consists of a brief (\approx 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 into 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. The topic and grading rubric for each analytic summary will be distributed according to the class schedule on pages 4 and 5.

Position Papers (50% of Final Grade)

There will be 4 position papers, each of which will count for 12.5% towards your final course grade. Each position paper consists of a sustained (\approx 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. The topic and grading rubric for each position will be distributed according to the class schedule on pages 4 and 5.

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. However, if you are not asking a relatively simple technical question, please do not just 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 do 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 parts 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.

Destruction of Course Materials

I plan to destroy all course material from this semester on Sunday, 27 January, 2019. If you wish for me to set aside any material belonging to you that is still in my possession, please let me know via email (degray@cmu.edu) sometime before then. I will then be sure to save that material for you to collect.

Schedule

wk	Date	Topic/Readings	# Pages	Assignments
1	9/3 (Mon)	Prologue: Health & Human Rights in an Interconnected World		Analytic summary #1 topic posted.
	9/5 (Wed)	Kagan, S. (1998). Rights. In <i>Normative Ethics</i> (pp. 170–177). Boulder, CO: Westview Press.	9	
2	9/9 (Sun)			Analytic summary #1 due by 12:00PM (noon) via TurnItIn.
	9/10 (Mon)	Stillwaggon, E. (2001, May 21). AIDS and Poverty in Africa: Prevention and Treatment Require a Focus on Overall Health and Development. <i>The Nation</i> , 272(20), 22–25	4	Analytic summary #2 topic posted.
	9/12 (Wed)	Realism: Skepticism About Global Justice (Unit #1) Hobbes, T. (1994). <i>Leviathan</i> (E. Curley, Ed.). Indianapolis, IN: Hackett. (Original work published 1651/1668). <i>Optional Reference:</i> Curley, E. (1994). Glossary. In T. Hobbes (Author) & E. Curley (Ed.), <i>Leviathan</i> (pp. 550–559). Indianapolis, IN: Hackett.	18	
3	9/16 (Sun)			Analytic summary #2 due by 12:00PM (noon) via TurnItIn.
	9/17 (Mon)	Hardin, G. (1998, Spring). The Feast of Malthus. <i>The Social Contract</i> , 8(3), 181–187. Hardin, G. (1974, October). Living on a Lifeboat. <i>BioScience</i> , 24(10), 561–568.	15	Position paper #1 topic posted.
	9/19 (Wed)	Sen, A. (1999). Women's Agency and Social Change. In <i>Development as Freedom</i> (pp. 189–203). New York: Knopf. Sen, A. (1999). Population, Food and Freedom. In <i>Development as Freedom</i> (pp. 204–226). New York: Knopf.	50	
4	9/24 (Mon)	Sen, A. (1999). The Importance of Democracy. In <i>Development as Freedom</i> (pp. 146–159). New York: Knopf. Sen, A. (1999). Famines and Other Crises. In <i>Development as Freedom</i> (pp. 160–188). New York: Knopf. <i>Optional:</i> Rice, X. (2011, August 8). Hunger Pains: Famine in the Horn of Africa. <i>The Guardian</i> . Retrieved April 18, 2018, from https://www.theguardian.com/global-development/2011/aug/08/hunger-pains-famine-horn-africa .	50	
	9/26 (Wed)	Ashcroft, R. E. (2005, May). Access to Essential Medicines: A Hobbesian Social Contract Approach. <i>Developing World Bioethics</i> , 5(1), 121–141.	14	
5	9/30 (Sun)			Position paper #1 due by 12:00PM (noon) via TurnItIn.
	10/1 (Mon)	Libertarian Responses: Negative Duties & Global Resources (Unit #2) Locke, J. (1980). <i>Second Treatise of Government</i> (C. B. Macpherson, Ed.). Indianapolis, IN: Hackett. (Original work published 1690).	35	
	10/3 (Wed)	Nozick, R. (1974). <i>Anarchy, State, and Utopia</i> . Philadelphia, PA: Basic Books.	28	
6	10/8 (Mon)	Barry, B. (1982). Humanity and Justice in Global Perspective. In J. R. Pennock & J. W. Chapman (Eds.), <i>Nomos XXIV: Ethics, Economics, and the Law</i> (pp. 219–252). New York: New York University Press.	30	Position Paper #2 topic posted.
	10/10 (Wed)	Pogge, T. W. (2001). Eradicating Global Poverty: Brief for a Global Resources Dividend. <i>Journal of Human Development</i> , 2(1), 59–77.	19	
7	10/15 (Mon)	Risse, M. (2005, March). Do We Owe the Global Poor Assistance or Rectification? <i>Ethics and International Affairs</i> , 2(1), 9–18.	10	
	10/17 (Wed)	Miller, R. W. (2010). Globalization Moralized. In <i>Globalizing Justice: The Ethics of Poverty and Power</i> (pp. 58–83). Oxford: Oxford University Press.	29	
8	10/21 (Sun)			Position paper #2 due by 12:00PM (noon) via TurnItIn.
	10/22 (Mon)	Risse, M. (2012). Is There a Human Right to Essential Pharmaceuticals? The Global Common, the Intellectual Common, and the Possibility of Private Intellectual Property. In J. Millum & E. J. Emanuel (Eds.), <i>Global Justice and Bioethics</i> (pp. 43–77). Oxford: Oxford University Press.	31	
	10/24 (Wed)	Class Canceled		

Schedule (Continued)

wk	Date	Topic/Readings	# Pages	Assignments
	10/29, 31	 Fall Break...		
9	11/5 (Mon)	Human Rights, Beneficence & Humanity (Unit #3) O'Neill, O. (2005, March). The Dark Side of Human Rights. <i>International Affairs</i> , 81(2), 427–439. United Nations Commission on Human Rights. (1948, December 10). Universal Declaration of Human Rights. Retrieved December 24, 2003, from http://www.un.org/Overview/rights.html .	19	Position paper #3 topic posted.
	11/7 (Wed)	Nickel, J. W. (2005, July). Poverty and Rights. <i>The Philosophical Quarterly</i> , 55(220), 385–402.	18	
10	11/12 (Mon)	Nussbaum, M. (1999, September). Women and Equality: The Capabilities Approach. <i>International Labor Review</i> , 138(3), 227–245.	19	
	11/14 (Wed)	Singer, P. (1972, Spring). Famine, Affluence, and Morality. <i>Philosophy and Public Affairs</i> , 1(3), 229–243.	15	
11	11/18 (Sun)			Position paper #3 due by 12:00PM (noon) via TurnItIn.
	11/19 (Mon)	Fishkin, J. S. (1982). <i>The Limits of Obligation</i> . New Haven, CT: Yale University Press.	16	
	11/21 (Wed)	International Aid: From Theory to Practice (Unit #4) Sachs, J. D. (2005). Making the Investments Needed to End Poverty. In <i>The End of Poverty: Economic Possibilities for Our Time</i> (pp. 244–265). New York: Penguin.	24	
12	11/26 (Mon)	Easterly, W. (2006). The Legend of the Big Push. In <i>The White Man's Burden: Why the West's Efforts to Aid the Rest Have Done So Much Ill and So Little Good</i> (pp. 37–51). New York: Penguin.	18	Position Paper #4 topic posted.
	11/28 (Wed)	Kuper, A. (2002, March). More Than Charity: Cosmopolitan Alternatives to the 'Singer Solution'. <i>Ethics and International Affairs</i> , 16(1), 107–128.	14	
13	12/3 (Mon)	Jamieson, D. (2005). Duties to the Distant: Aid, Assistance, and Intervention in the Developing World. <i>The Journal of Ethics</i> , 9(1/2), 151–170. Curtis, A. (Contributor). (2009, April 13). Oh Dearism. [Television series episode, digital representation]. In C. Brooker (Creator), <i>Newswipe</i> . YouTube. Retrieved April 30, 2018, from https://www.youtube.com/watch?v=8moePxHpvoK . (Original work from April 8, 2009).	20	
	12/5 (Wed)	Duflo, E., & Kremer, M. (2005). Use of Randomization in the Evaluation of Development Effectiveness. In <i>Evaluating Development Effectiveness</i> (Vol. 7, World Bank Series on Evaluation and Development, pp. 205–232). New Brunswick, NJ: Transaction. Duflo, E. (2010, February 10). Social Experiments to Fight Poverty. [Digital video]. TED2010. Retrieved April 30, 2018, from https://www.ted.com/talks/esther_duflo_social_experiments_to_fight_poverty .	29	
14	12/10 (Mon)	Barnard, D. (2002, June). In the High Court of South Africa, Case No. 4138/98: The Global Politics of Access to Low-Cost AIDS Drugs in Poor Countries. <i>Kennedy Institute of Ethics Journal</i> , 12(2), 159–174.	16	
	12/13 (Thu)			Position paper #4 due by 12:00PM (noon) via TurnItIn.

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.

Photography & Recording Etiquette

To maintain an open academic environment I ask you to refrain from taking photographs or making audio and/or video recordings during class.

Mobile Phones, Laptops & Related Technologies

Student interactions with portable technology devices can harm the dynamics of the classroom. Unless I tell you otherwise, you must silence mobile phones prior to class and 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

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 7 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). I will provide a handout (also available on the course website) with 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. The course website contains a template for this form.

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 will report it to the Assistant Dean for Student Affairs and the Coordinator of Community Standards. Beyond that, I typically impose a penalty that exceeds the penalty of not having done the assignment at all. For instance, the penalty for plagiarism in a paper is worse than for not having written that paper at all.

Cheating 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, visit

http://www.cmu.edu/student-affairs/theword/acad_standards/index.html

http://www.cmu.edu/student-affairs/theword/comm_standards/standards.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.

Academic Honor Code for Health, Development & Human Rights

The Carnegie Mellon Code

Students at Carnegie Mellon, because they are members of an academic community dedicated to the achievement of excellence, are expected to meet the highest standards of personal, ethical and moral conduct possible.

These standards require personal integrity, a commitment to honesty without compromise, as well as truth without equivocation and a willingness to place the good of the community above the good of the self. Obligations once undertaken must be met, commitments kept.

As members of the Carnegie Mellon community, individuals are expected to uphold the standards of the community in addition to holding others accountable for said standards. It is rare that the life of a student in an academic community can be so private that it will not affect the community as a whole or that the above standards do not apply.

The discovery, advancement and communication of knowledge are not possible without a commitment to these standards. Creativity cannot exist without acknowledgment of the creativity of others. New knowledge cannot be developed without credit for prior knowledge. Without the ability to trust that these principles will be observed, an academic community cannot exist.

The commitment of its faculty, staff and students to these standards contributes to the high respect in which the Carnegie Mellon degree is held. Students must not destroy that respect by their failure to meet these standards. Students who cannot meet them should voluntarily withdraw from the university.

Student Responsibilities

An important purpose of this course's academic honor code is to prevent any student(s) 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 academic records. Such acts include the following:

- Possessing, using, or exchanging improperly acquired written or verbal information in the preparation of any class summary, analytic summary, position paper, or other assignment included in the course;
- Unauthorized collaboration with another person in the commission of course requirements; and
- Submission of material that is wholly or substantially identical to that created or published by another person, without adequate citations.

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 agreement may reappear on assignments to remind students of their responsibilities.

Faculty Responsibilities

The course instructor 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;
- Include a section containing the academic integrity policy in the course syllabus; and
- Assist students in attributing the contribution of others by having them complete a Commitment to Academic Integrity Form for all written assignments.

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

HEALTH, DEVELOPMENT & HUMAN RIGHTS

Honor Agreement

I hereby acknowledge that as a student in this class, I have read the Academic Honor Code for Health, Development, and 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:
