Health, Development & Human Rights (80-247)

Professor London
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Class Meetings: Tuesday & Thursday 10:30-11:50 Porter Hall A21
Office Hours: By appointment; just e-mail us.

Announcements and Updates: Important course information will be posted on the Blackboard for this class on the web. Please routinely check for updates at:

http://www.cmu.edu/blackboard/

Required Texts: All articles are available in PDF format on Blackboard.

Course Description:
Approximately 1.1 billion people live on less than $1 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 frequently face social and political conditions of unrest and systematic oppression. This course examines the question of what, if anything, we in technologically economically developed nations owe to the global poor. It therefore focuses considerable attention on competing theories of global distributive justice and the relationship between poverty, health, and human rights. We will critically examine different strategies for international development that emphasize one or more of these variables and we will consider how information about the complex interrelationship of these variables should be factored into the development process. If time allows, we will examine different metrics that have been proposed for measuring the welfare and developmental status of different communities focusing particular attention on the theories of wellbeing that they presuppose.

Course Requirements: (Discussed in detail after the “Course Schedule.”)

(i) Class participation and attendance (10%), (ii) Two 2 page analytical summaries (5% each), (iii) one 2 page position paper (5%), (iv) Three 4 page analytical essays (25% each). Because this course will follow a seminar format class participation includes attendance and participation in class discussion based on a careful reading of the assigned material. A student may miss up to two class meetings without penalty. Each absence beyond the second will result in a deduction against the participation component of the student’s grade. Note: these are not vacation days; they are for illness and emergencies. All written work must be done independently, unless otherwise indicated. Students are expected to be familiar with the university policies on cheating and plagiarism. If you have any questions, ask; do not assume.
Jan 15: Course Introduction

I. Health, Wealth, and Social Institutions in an Interconnected World
   Jan 17: Please read all of the material at:
   http://www.brettonwoodsproject.org/background/index.shtml
   Read the first two pages of this:
   http://www.wto.org/english/thewto_e/whatis_e/tif_e/fact1_e.htm
   Read the section entitled “Key Problems” here:
   http://www.fpif.org/briefs/vol2/v2n14wto.html
   And if you want to know more, feel free to look at this:
   http://www.globalexchange.org/campaigns/wto/OpposeWTO.html
   and the WTO replies here:
   http://www.wto.org/english/thewto_e/minist_e/min99_e/english/misinf_e/00list_e.htm

   Jan 22: Stillwaggon, “AIDS and Poverty in Africa”
   Smokey Mountain, A Case Study from the Philippines (in class).
   2 page analytical summary of Stillwaggon due before Jan class.

   Overview and Ch 1. (bring your “causal map” to class)

II. Where Might Obligations to the Global Poor Come From?
   a. Skepticism about global justice
      Jan 29: Hobbes, selections
      Jan 31: Hobbes, continued

      Feb 5: Garrett Hardin, “Living on a Lifeboat” &
             “The Feast of Malthus”
      2 page analytical summary of Hardin due before class

      Feb 7: Sen, Development as Freedom Chs. 7 & 9
      Feb 12: Sen Development as Freedom Chs. 6 & 8

   b. Libertarian Responses: Negative Duties and Global Resources
      Feb 14: John Locke, selections from Second Treatise only the following sections:
              §2-73, 87-91, 95-99, 119-131,134-42, 149

      Monday Feb. 18th, 2 page position paper due.

      Feb 19: Locke continued
      Feb 21: Nozick, selections from Anarchy, State & Utopia

      Feb 26: Barry, “Humanity and Justice in Global Perspective”
              (Part II: pp. 225-250)
Feb 28: Pogge, “General Introduction to World Poverty and Human Rights” [26]


Mar 6: Risse, “Do We Owe the Global Poor Assistance of Rectification?” [9]

Monday March 17th, First 4 page analytical essay due

c. Welfare, Humanity, and Human Rights

Mar 18: Universal Declaration of Human Rights &
James Nickel Poverty and Rights


March 27: Singer, “Famine, Affluence, and Morality” [14]


III. International Aid from Theory to Practice

April 3: Easterly “Quest for Growth” Ch 2 [19]

April 8: Sachs Chapter 13 The End of Poverty [21]

April 10: Kuper, “More than Charity: Cosmopolitan Alternatives to the ‘Singer Solution’” [14]

Monday April 14th, Second 4 page analytical essay due

April 15: Jamieson “Duties to the Distant: Aid, Assistance, and Intervention in the Developing World” [20]

April 17: NO CLASS


a. Patents on Life-Saving Medications

April 24: 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]

April 29: Attaran “How Do Patents And Economic Policies Affect Access To Essential Medicines In Developing Countries?” [12]

May 1: Wrap-up and review.

Friday May 9th, Final 4 Page Paper Due.
The Seminar Format (10% of your grade)

A seminar is a cooperative endeavor and, as a result, the quality of the course depends crucially on the quality of each individual’s participation. As you may already know, philosophy is an activity and part of our purpose in coming together as a class is to engage in this activity together. Here are some suggestions for coping with this learning format:

1. Unlike lecture based classes, seminar-style courses challenge each of us to share in the difficult process of understanding and evaluating complex and important works of philosophy. **Do not confuse this cooperative style of learning with mere conversation or informal, organized chatting.** You are expected to participate thoughtfully, to take notes, and to have a grasp of what was accomplished in each meeting. You will be expected to have read and thought about the material assigned for each meeting and to come to class prepared to collaborate with others in understanding the arguments in these texts.

2. To do this, you will need to sharpen your ability to read actively. Most of the philosophers we read aren’t around to explain themselves to us. Instead, we have to reconstruct their arguments and positions from the writings in which they are expressed. As such, when you are reading, ask yourself whether you understand what the author is trying to establish. That is, what is the point that he or she is trying to support or criticize? Second, do you see why this is something that he or she believes is worth going through all the trouble of spending time arguing about? That is, what is at stake in establishing, or failing to establish, the point at issue? Finally, when you have an idea of what is being argued for and why it is an important issue, only then will you be in a position to consider the merits of the reasons that the author is putting forth in support of that conclusion. This last point is the creamy center of philosophical inquiry, in the sense that it is often the most enjoyable. But you can’t get to it without going through these other steps. Here are some practical suggestions for active reading:

   a. **Take notes while you read.**
   b. Define key concepts
   c. Write out in your own words the key premises and their connection to important conclusions.
   d. Identify all supporting arguments / evidence for important claims.
   e. Write out questions or criticisms that you can then raise in class.

3. Practical suggestions for doing well in this class
   a. Keep up with the readings, follow the above instructions, participate in class, and have fun.

The 2 page Analytical Summaries (each is 5% of your grade)

The purpose of the analytical summary is practice taking a longer argument from a reading and condensing it down to a concise statement of (a) the main conclusion (b) the set of premises or reasons that are offered as support for that conclusion and (c) how those premises are supposed to support or entail the conclusion.
The 2 page Position Paper (5% of your grade)
The purpose of the position paper is to practice building a reasoned argument in support of a particular claim or conclusion. You should (a) state concisely your central claim and then (b) demonstrate how this conclusion is supported or entailed by reasons (premises) that are plausible in their own right or difficult to deny.

The 4 page Analytical Essays (each is 25% of your grade)
The purpose of the analytical essays is to demonstrate your ability to (a) reconstruct and critically evaluate important philosophical arguments and (b) to construct a reasoned argument in support of a considered position or claim. Essay topics will be provided and student papers will be evaluated for:

A. Grasp of the material.
   1. Does the paper cover relevant material and address relevant objections?
   2. Are relevant concepts properly defined and coherently employed?
   3. Are relevant arguments identified and is it clear (a) what those arguments purport to show and (b) why this is significant?
   4. Does the exposition of the student’s paper demonstrate an awareness of the relationships between relevant philosophical positions or arguments?

B. Clarity of purpose and presentation.
   1. Does the paper have a clear thesis and well-defined goals?
   2. Does the paper have a clear organizational structure so that it is clear how the points presented contribute to the goals of the paper?
   3. Does the student’s paper wander? Does it contain too much summary and not enough analysis and argumentation?

C. Analytical rigor.
   1. Are relevant arguments reconstructed so that it is clear (a) what their premises are (b) what the warrant or justification is supposed to be for each premise and (c) how those premises together are supposed to entail or support the argument’s conclusion?
   2. Do criticisms address substantive issues and are they supported or motivated by cogent reasons?
   3. Are positive arguments presented so that it is clear (a) what their premises are (b) what the warrant or justification is supposed to be for each premise and (c) how those premises together are supposed to entail or support the argument’s conclusion?

D. Insight:
   1. An excellent paper (an “A” paper) will go beyond demonstrating a grasp of the material covered in the course by:
      i. Synthesizing the material in a way that is innovative OR
      ii. Explaining or exploiting conceptual relationships between theories, positions, or ideas in a way that is novel and informative, OR
      iii. Demonstrating an overall clarity and comprehensiveness so as to present a uniquely informative account of the subject in question.
2. A standard to good quality paper (a “B” paper) will usually have an overall balance of the criteria spelled out in A, B, and C.
3. A below standard paper will usually be deficient on some or all of the above criteria.

**Stylistic Details**

All writing assignments should be delivered in hard copy, double-spaced in a standard 12pt font (preferable Times New Roman) with one inch margins. Source texts should be cited in the body of the paper in parentheses e.g. (Locke, p. 10).

**Late Assignments**

Late assignments, such as papers and exams, will be penalized half a letter grade for each day they are late, beginning one minute after the assigned due date and time. Requests for reasonable accommodation due to legitimate conflicts must be made in advance.

**Grading Scale:** Each assignment will be graded on a 100 point scale. Unless you are notified otherwise, the grading distribution will be as follows:

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<tr>
<th>Score Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>90-100</td>
<td>A</td>
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<td>70-79.9</td>
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<td>80-89.9</td>
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<td>60-69.9</td>
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**Cheating and Plagiarism:**

All written assignments must be submitted electronically to turnitin.com. It is the individual student’s responsibility to be aware of university policies on academic integrity, including the policies on cheating and plagiarism. This is available online at: [http://www.cmu.edu/policies/documents/Cheating.html](http://www.cmu.edu/policies/documents/Cheating.html) and in the section on “University Policies” in the most recent edition of The Word: Undergraduate Student Handbook.

Students who cheat or plagiarize face serious sanctions at both the course level, and the university level. At the course level, faculty at Carnegie Mellon University have significant discretion to determine the sanctions that are appropriate to individual cases of cheating and plagiarism. Within the Philosophy Department, it is customary to give plagiarized assignments a failing grade and, where appropriate, to fail students for the course. Additionally, a letter is sent to the Dean of Students indicating that the student in question has submitted plagiarized material and received a course-level sanction.

Plagiarism is also a violation of the community standards of Carnegie Mellon University. As such, allegations of plagiarism may be brought before a University Academic Review Board which will determine whether a violation of community standards has taken place and level additional sanctions if appropriate. Although this body also has significant discretion over the sanctions that it levels, plagiarism can result in academic probation, suspension, and even expulsion.

**Video Taping and Audio Recording:**

Videotaping and audio recording are prohibited without the express written permission of the instructors.