

**PUBPOL 580-002**  
**Values, Ethics and Public Policy**  
**Gerald R. Ford School of Public Policy**  
**Fall 2014**

**Course Logistics**

Mondays and Wednesdays, 2:30 – 4:00 PM  
Location: Weill Hall 1230

**Contact Information**

**Instructor:** Megan Tompkins-Stange, Ph.D.

Email: [mtompkin@umich.edu](mailto:mtompkin@umich.edu)

Office: Weill Hall Room 5227

Office hours: Thursdays, 9:30 AM – 12:30 PM; sign up for appointments in advance at <http://tinyurl.com/tompkinsstange>

**Graduate Student Instructor:** Samuel Stern

Email: [samuelcs@umich.edu](mailto:samuelcs@umich.edu)

Office: Weill Hall Room 3207

Office hours: Monday, 4:30-6:30 PM and by appointment

**Course Overview**

This course seeks to develop students' abilities to think reflectively and argue persuasively about the moral and ethical dimensions of politics, policies and professional practice, and addresses fundamentally normative questions of “what we should do” as a society. This section of the course examines ethical and political questions that arise in the context of engaging in social service professions.

The course is sector-agnostic, acknowledging that a contemporary definition of “social service” encompasses multiple environments, from government, to non-governmental institutions, to for-profit organizations. In this vein, topical areas of focus include moral and ethical issues that arise not only in the context of the state, but including volunteer work (in the U.S. and abroad), humanitarian aid and relief endeavors overseas, social entrepreneurship initiatives, and service-oriented professions in the fields of education and health care.

The course will use conceptual frameworks drawn from political philosophy to examine applied cases, which illustrate practical, applied moral and ethical questions that professionals who engage in social service work are likely to face.

In the past, the course topics have proven highly relevant to breaking news; as such, the instructors reserve the right to adjust the syllabus, with appropriate advanced notice, based on timely issues receiving coverage in the media.

## Course Policies

Students are expected to:

- Attend all class sessions. If you will miss class or be late due to an irreconcilable scheduling conflict, please notify the instructors in advance (barring last-minute emergencies). Students who are absent more than once without prior notification will be dropped from the course.
- Arrive on time for all class sessions (class will begin promptly at 2:40 PM). Students who are more than 15 minutes late (without prior notification, and again, barring emergencies) will be considered an unexcused absence.
- Complete all readings for all class sessions.
- Abide by the University's standards of academic honesty, integrity and professionalism, as established at [http://www.rackham.umich.edu/policies/academic\\_and\\_professional\\_integrity/](http://www.rackham.umich.edu/policies/academic_and_professional_integrity/).

Assignment extensions require prior arrangements with the instructor (again, barring emergencies). Late assignments will receive a deduction of one course grade per day, and papers that are more than two days late will not be accepted.

The use of electronic devices is not permitted during class, including laptop computers, e-readers, tablets or phones. Students may take notes by hand, and full class slides will be uploaded to CTools at the conclusion of each class session.

All papers should be double-spaced in 12 point Times New Roman font, and use APA or MLA style for citations.

## Texts

All texts will be posted in PDF on the course CTools website, unless otherwise indicated on the syllabus as publicly available online.

## Grading and Assignments

Grading will be based on five course components:

- In-class participation: 25%
- Personal statement: 15%
- Op-Ed: 20%
- Social media activity: 15%
- Final reflection: 25%

### **In-class participation (25% of grade)**

The course is highly interactive and discussion-based, incorporating numerous small group activities, debates, applied exercises and role-playing simulations. As such, active, substantive engagement with the course material during class comprises the majority of the participation grade. Contributions in class should reveal a substantial familiarity with the assigned readings, a capacity to analyze the issues and problems under discussion, and an ability to incorporate, synthesize, and constructively criticize the comments of classmates.

In each class session, three students will work together in “on-call” teams to assume a more active role in facilitating discussion. On-call responsibilities may include outlining the facts of a case in order to set the groundwork for a debate, taking the lead on offering a statement and defending a position on an ethical issue, summarizing or commenting on readings in more depth, posing original discussion questions, and moderating arguments.

On-call teams will meet with the instructors in advance of their assigned day in order to discuss possible approaches for presenting the material (on-call teams are responsible for arranging these meetings during office hours or at another mutually convenient time). Each student will be “on call” two times during the term, and will be invited to indicate their preferred topics in a survey after the first day of class.

### **Personal statement (due Monday, September 8) (15% of grade)**

During the first week of class, you will complete a writing assignment that describes your own ethical approach. The purpose of the assignment is for you to practice being in a reflective mindset with regard to your own values, which in turn will allow you to consider others’ values and to frame persuasive arguments to constructively debate complex and, often, contentious issues.

Questions you may consider reflecting on could include, but are not limited to, the following: Are you motivated by a faith tradition? Do you identify with a specific political persuasion? Are specific social justice issues particularly resonant for you? Do your family’s traditions hold particular centrality in your life? What elements of your background have led you to these beliefs?

You will prepare two separate components of this assignment: (1) A 750-word memo and (2) a brief 250-word summary of the memo, which we will post on the course blog. The full memo will only be viewed by the instructor, while the brief summary will be made anonymous and posted on the blog, so that you can be aware of the range of beliefs in our class and share your own beliefs for the benefit of classmates.

### **Op-Ed (due Wednesday, October 1) (20% of grade)**

You will complete a 1,000 word Op-Ed that addresses a current ethical issue of your choice, which should be completed to a standard of sufficient quality to be submitted to a newspaper or other media outlet. The Op-Ed must be written in the form of an ethical argument, and, importantly, **be grounded in relevant literature from the course**. I will provide examples of exemplary Op-Eds to help guide your writing.

### **Social media (Twitter activity and blog posts, due periodically throughout the semester) (15% of grade)**

Each week, students will engage in discussion via tweeting to the class Twitter account, @ValuesEthicsF14, regarding questions you have on the course readings, responses to and extensions of class discussion, and additional topics you’ve found outside of class that are relevant. Students should tweet a minimum of three times per week on class-related material, including periodic required responses to specific tweets (note that not every tweet by @ValuesEthicsF14 requires a response).

Additionally, four times throughout the semester, we will provide prompts on the course blog, which you will respond to in a substantive (yet concise) manner, offering analysis and reflections related to the topic at hand. Information regarding social media access will be provided on the first day of class.

### **Reflection paper (due Wednesday, December 10) (25% of grade)**

This 2,000 word final paper will serve to integrate your learning over the course of the semester and apply it to a specific topic of your choice. Successful papers will indicate rigorous synthesis and analysis of core concepts and relevant application of these theories to a contemporary case example. More guidance on the assignment will be provided as the semester progresses.

## **Course Schedule**

### **I. Introduction**

#### **Wednesday, September 3. Introductions, creating a community, and how to make a moral argument**

*How do we approach moral reasoning, and think and argue in a normative manner?*

1884. *The Queen v. Dudley and Stephens*, aka the “Lifeboat Case.” Available at <http://www.justiceharvard.org/resources/the-queen-vs-dudley-and-stephens-1884-the-lifeboat-case/>

Highly recommended background reading:

- Jonathan Glover. 1977. “The Scope and Limits of Moral Argument”, in *Causing Death and Saving Lives*.

### **II. Consequentialism vs. categorical ethics: Do the ends justify the means?**

#### **Monday, September 8. Consequential ethics: The utilitarian school of thought**

*How do we make value judgments about the worth of human life in a utilitarian framework? Should people with limited remaining lifespan or likelihood of survival receive health care treatment if it will adversely affect the financial resources of the majority? Should severely disabled infants receive euthanasia?*

Jeremy Bentham. 1789. *Principles of Morals and Legislation*, chapter 1 (skim)

Dan Brock. 1982. “Utilitarianism.” In Tom Regan and Donald VanDeVeer, *And Justice for All* (1982).

Peter Singer. 1993. Excerpt from *Taking Life: Humans*.

Peter Singer. 2009. “Why we must ration health care.” *The New York Times*, available at <http://www.nytimes.com/2009/07/19/magazine/19healthcare-t.html?pagewanted=all&r=0>.

**Personal statement due Monday, September 8 in hard copy at the beginning of class**

**Wednesday, September 10. Class canceled**

**Monday, September 15. Categorical ethics: The deontological (duty-based) school of thought**

*Are there certain issues that are solely right or wrong? Should some things never be done, no matter what good consequences they produce? Conversely, should some things be done even though they may produce bad consequences? Should a death row inmate receive a liver transplant?*

Immanuel Kant. 1785. Groundwork For the Metaphysics of Morals. Section Two. Available at <http://www.justiceharvard.org/resources/immanuel-kant-groundwork-for-the-metaphysics-of-morals-1785/> (skim)

Michael Sandel. 2010. "What Matters is the Motive / Immanuel Kant," in *Justice: What's the Right Thing To Do?* New York: Farrar, Strauss and Giroux.

Martin McKneally and Robert Sade. 2003. "The prisoner dilemma: Should convicted felons have the same access to heart transplantation as ordinary citizens? Opposing views." *The Journal of Thoracic and Cardiovascular Surgery* 125: 3.

**Wednesday, September 17. Benefit-cost analysis; early detection of disease**

*Can the value of human life be quantified? What do our decisions about the allocation of scarce resources say about our values as a society? Should the medical profession pursue the early diagnosis of cancer, if these practices result in significant financial costs? Should states mandate newborn infant screening for rare genetic diseases, if these tests produce many false positives and increase health care consumption?*

Michael Sandel. 2010. "A Common Currency of Value." Excerpt from "Utilitarianism," in *Justice: What's the Right Thing To Do?* New York: Farrar, Strauss and Giroux.

Cass Sunstein. 2005. "The Real World of Cost-Benefit Analysis" in *Laws of Fear* [excerpt]. New York: Cambridge University Press.

Office of Management and Budget, Circular A-4, pp. 1-3, 9-12, 18-24.

H. Gilbert Welch. 2012. "Cancer survivor or victim of overdiagnosis?" *The New York Times*, available at <http://www.nytimes.com/2012/11/22/opinion/cancer-survivor-or-victim-of-overdiagnosis.html>

- Optional in-depth background in the original 2012 *New England Journal of Medicine* article, available at <http://www.nejm.org/doi/full/10.1056/NEJMoa1206809>

Daniel Kopans. 2014. "Mammograms Save Lives." *The Wall Street Journal*, available at <http://online.wsj.com/news/articles/SB10001424052702304547704579564440536353948>

- Optional in-depth background on the author's perspective in a 2011 article in *Radiology*,

available at <http://pubs.rsna.org/doi/full/10.1148/radiol.11110716>

The President's Council on Bioethics. 2008. The Changing Moral Focus of Newborn Screening, Chapter 1: Newborn Screening Today." Available at [https://bioethicsarchive.georgetown.edu/pcbe/reports/newborn\\_screening/chapter1.html](https://bioethicsarchive.georgetown.edu/pcbe/reports/newborn_screening/chapter1.html)

Rodney Howell. 2006. "We Need Expanded Newborn Screening." *Pediatrics* 117: 5.

Beth Tarini, Dimitri Christakis, H. Gilbert Welch. 2006. "State Newborn Screening in the Tandem Mass Spectrometry Era: More Tests, More False-Positive Results." *Pediatrics* 118: 2.

## **Monday, September 22. Special education funding**

**On-call: Leann Down, Michelle Hindman, Nick Johnson, Gabi Santoro**

*Should the state pay for an autistic child's independent therapy in school, or for private schooling if the public system is unable to serve the child?*

Christopher Jencks. 1998. "Whom Must We Treat Equally for Educational Opportunity to be Equal?" *Ethics* 98.

Al Baker. 2014. "Balancing Special Education Needs With Rising Costs." *The New York Times*, available at <http://www.nytimes.com/2014/07/28/nyregion/28specialed.html?mabReward=RI:7&action=click&pgtype=Homepage&region=CCColumn&module=Recommendation&src=rechp&WT.nav=RecEngine&r=1>

Alan Zarembo. 2011. "Warrior Parents Fare Best In Securing Autism Services." *The Los Angeles Times*, available at <http://www.latimes.com/local/autism/la-me-autism-day-two-html-htmlstory.html>

Eamonn Callan. No date. "Funding Special Education." Available at <http://humanexperience.stanford.edu/education-callan>

## **II. Liberty**

**Wednesday, September 24. Multiple conceptions of liberty**

*When do the preferences of the individual outweigh the interests of the collective?*

John Stuart Mill. 1869. *On Liberty* [excerpts].

Dennis Thompson. 1987. "Paternalistic Power." in *Political Ethics and Public Office*.

## **Monday, September 29. Mandatory vaccination**

**On call: Megan Blair, Genevieve Citrin, Cyrus Jadun, Leila Yosef**

*Should all children be vaccinated as a condition of enrollment in public school?*

Eula Biss. 2013. "Sentimental Medicine." *Harper's*, January.

Debra Goldschmidt. 2013. "Autism and vaccine study results questioned." CNN, available at <http://www.cnn.com/2014/08/27/health/irpt-cdc-autism-vaccine-study/>

Jonel Aleccia. 2014. "Pro-Vaccine Messages Actually Backfire, Study Finds." NBC News, available at <http://www.nbcnews.com/health/health-news/pro-vaccine-messages-actually-backfire-study-finds-n41611>. (For additional background, the Dartmouth study that the article cites is available at <http://www.dartmouth.edu/~nyhan/vaccine-misinformation.pdf>)

Laura Hirschfeld. 2012. "Vaccine Hesitancy: A Personal and Community Dilemma." *Seattle's Child*, available at <http://www.seattleschild.com/article/vaccine-pertussis-whooping-cough>.

Sabrina Tavernise. 2012. "Washington State Makes It Harder To Opt Out Of Vaccinations." *The New York Times*, available at <http://www.nytimes.com/2012/09/20/health/washington-state-makes-it-harder-to-forgo-immunizations.html>.

### **Wednesday, October 1. Reproductive freedom**

**On-call: Leann Down, Michelle Hindman, Kim Meinert, Bethany Patten**

*Should nations control the reproductive freedom of their citizens? Should the U.S. government put more restrictions on childbearing and childrearing than currently exist? Should prospective parents be "licensed?"*

Amartya Sen. 1999. "Population, Food, and Freedom," in *Development as Freedom*. New York: Anchor.

Celia Dugger. 2001. "Relying on Hard and Soft Sells, India Pushes Sterilization." *New York Times*, June 22.

Gautam Naik. 2003. "Family Plan: As Tunisia Wins Population Battle, Others See A Model." *Wall Street Journal*, August 8.

Hok Bun Ku. 2003. "Paying the Price, Getting a Son" from *Moral Politics in a South Chinese Village*. New Jersey: Rowman and Littlefield.

**Op-Ed due Wednesday, October 1, in hard copy at the beginning of class**

### **Monday, October 6. Libertarian paternalism: Nudging**

*Should the state incentivize certain behaviors that are considered socially beneficial? Why or why not?*

Cass Sunstein & Richard Thaler. 2008. *Nudge* (excerpt). New Haven, CT: Yale University Press.

David Brooks. 2013. "The Nudge Debate." *The New York Times*, available at [http://www.nytimes.com/2013/08/09/opinion/brooks-the-nudge-debate.html?ref=opinion&\\_r=0](http://www.nytimes.com/2013/08/09/opinion/brooks-the-nudge-debate.html?ref=opinion&_r=0)

Articles on New York City's trans-fat and soda reforms (TBA)

### **III. Justice and rights**

#### **Wednesday, October 8. Different conceptions of "fairness"**

*Is justice based on the concept of fairness? What does it mean to be "fair" from a policy perspective? Are there certain rights that are entitlements? Are there certain rights that are secondary?*

John Rawls. 1971. *A Theory of Justice* [excerpt]. Harvard University Press.

John Rawls. 2001. *Justice as Fairness: A Restatement* [excerpt]. Harvard University Press.

Robert Nozick. 1974. *Anarchy, State and Utopia* [excerpt]. New York: Basic Books.

Lawrence Becker. 1982. "Individual Rights," in Tom Regan and Donald VanDeVeer, *And Justice for All*. New Jersey: Rowman & Littlefield.

#### **Monday, October 13. Fall break – no class**

#### **Wednesday, October 15. Family leave**

#### **On-call: Hiroko Mawatari, Rasheed Malik, Erin Pidot, Sean Wahl**

*What does the state owe its citizens? Is it the state's responsibility to provide parental leave benefits for working families?*

Anne Alstott. 2004. "What We Owe to Parents." *Boston Review*, available at <http://bostonreview.net/BR29.2/alstott.html>.

Lew Daly. 2009. "The Case for Paid Family Leave." *Newsweek*, available at <http://www.thedailybeast.com/newsweek/2009/08/03/the-case-for-paid-family-leave.html>.

Janet Gornick and Marcia Meyers. 2003. *Families That Work: Policies for Reconciling Parenthood and Employment*. New York: Russell Sage [excerpt].

Optional background:

- Harry Brighouse and Erik Olin Wright. 2008. "Strong Gender Egalitarianism." *Politics and Society* 36.

#### **Monday, October 20. Individual rights: Discrimination and nonprofit organizations**

**On-call: Grace Evans, Erin Pidot, Frank Sturges, Mo Torres, Mary Alice Truitt**



*Should voluntary organizations be able to exclude citizens and still receive federal tax exemption?*

2000. Boy Scouts of America et al. v. Dale, [530 U.S. 640](#)

1983. Bob Jones University v. United States, [461 U.S. 574](#)

### **Wednesday, October 22. Justice vs. charity**

*Does volunteerism perpetuate injustice?*

Will Kymlicka. 2001. "Altruism in Philosophical and Ethical Traditions: Two Views." In *Between State and Market*. Montreal: McGill-Queens' University Press.

Michael Walzer. 1988. "Socialism and the Gift Relationship." *Dissent Magazine*, Fall.

### **IV. Ethical issues in giving and service**

#### **Monday, October 27. Empathy and altruism**

**On-call: Genevieve Citrin, Luke Horner, Mahsa Jafarian, Ben Johnson, Anita Veeramani**

*Are empathy and altruism intrinsic to moral character, or the result of legal and cultural structures? How much is too much to give?*

Ian Parker. 2004. "The Gift." *The New Yorker*, available at <http://www.newyorker.com/magazine/2004/08/02/the-gift-6>

Susan Dominus. 2013. "Is Giving The Secret To Getting Ahead?" *The New York Times*, available at <http://www.nytimes.com/2013/03/31/magazine/is-giving-the-secret-to-getting-ahead.html?pagewanted=all>

Paul Bloom. 2013. "The Baby In The Well: The Case Against Empathy." *The New Yorker*, available at <http://www.newyorker.com/magazine/2013/05/20/the-baby-in-the-well>

Frank Langfitt. 2014. "Why Did Crowd Free Shanghai Subway After Foreigner Fainted?" Listen to NPR story; available at <http://www.npr.org/blogs/parallels/2014/09/01/344033379/why-did-crowd-flee-shanghai-subway-after-foreigner-fainted>

Mattie Bekink. 2014. "In China, Trouble Is Too Often The Reward For Being A Good Samaritan." *South China Morning Post*, available at <http://www.scmp.com/comment/article/1580555/china-trouble-too-often-reward-being-good-samaritan>

### **Wednesday, October 29. The supply side of giving: The "warm glow" of altruism**

**On-call: Luke Horner, Ben Johnson, Mark Kroening, Bethany Patten, Amy Wallace**

*Should those who engage in service work be rewarded for it with personal gain? Do motivations*

matter?

“Soup-Kitchen Volunteers Hate College-Application Padding Brat.” 2003. *The Onion*, available at <http://www.theonion.com/articles/soupkitchen-volunteers-hate-collegeapplicationpadd,1422/>.

Mike Martin. 1994. “Preface” and “Mixed Motives.” In *Virtuous Giving*, Indiana University Press.

Jenny Anderson. 2005. “Fund Managers Raising the Ante in Philanthropy.” *The New York Times*, available at [http://www.nytimes.com/2005/08/03/business/03hedge.html?pagewanted=all&\\_r=0](http://www.nytimes.com/2005/08/03/business/03hedge.html?pagewanted=all&_r=0).

Carrie Kahn. 2014. “As ‘Voluntourism’ Explodes In Popularity, Who’s It Helping Most?” Listen to the NPR story, available at <http://www.npr.org/blogs/goatsandsoda/2014/07/31/336600290/as-volunteerism-explodes-in-popularity-whos-it-helping-most?>

### **Monday, November 3. Celebrity philanthropy**

#### **On-call: Corey Ackerman, Lauren Burdette, Grace Evans, Cyrus Jadun**

John Colapinto. 2012. “Looking Good: The New Boom In Celebrity Philanthropy.” *The New Yorker*, June 26.

Zoe Heller. 2011. “The Accidental Activist.” *The New York Times Magazine*, available at <http://tmagazine.blogs.nytimes.com/2011/03/25/the-accidental-activist/>.

Amanda Taub and Kate Cronin-Furman. 2014. “An NGO’s Handbook for Celebrity Disaster Relief,” available at <http://www.warscapes.com/opinion/ngos-handbook-celebrity-disaster-relief>

Selected articles on the “ice bucket challenge” (TBA).

### **Wednesday, November 5. Private philanthropic wealth in educational policy**

#### **On-call: Lauren Burdette, Nick Johnson, Larry Sanders, Mo Torres, Anita Veeramani**

*To what extent should private philanthropic foundations be involved in shaping public policy, particularly in a democratically governed arena such as public education?*

Sarah Reckhow. 2013. *Follow The Money: How Foundation Dollars Shape Public School Politics*. Oxford: Oxford University Press (introduction, chapters 1 and 2).

Janelle Scott. 2009. “The politics of venture philanthropy in charter school policy and advocacy.” *Educational Policy* 23: 106.

Dale Russakoff. 2014. “Schooled.” *The New Yorker*, available at <http://www.newyorker.com/magazine/2014/05/19/schooled>.

Motoko Rich. 2014. "A Walmart Fortune, Spreading Charter Schools." *The New York Times*, available at <http://www.nytimes.com/2014/04/26/us/a-walmart-fortune-spreading-charter-schools.html>.

### **Monday, November 10. Ethical issues regarding race and class in K-12 education**

**Guest instructor: Sam Stern**

**On-call: Farhana Arif, Alyssa Backlund, Kristina Campos-Gruco, Mahsa Jafarian, Larry Sanders**

Dana Goldstein. 2014. "Teach For America Has Received Criticism For Years. Now It's Listening – And Changing." *Vox*, available at <http://www.vox.com/2014/9/5/6079493/teach-for-america-criticism-changing>

George Joseph. 2014. "This Is What Happens When You Criticize Teach For America." *The Nation*, available at <http://www.thenation.com/article/186481/what-happens-when-you-criticize-teach-america#>

Wendy Kopp. 2012. Commencement Speech at Dartmouth College, available at <http://www.dartmouth.edu/~commence/news/speeches/2012/kopp-address.html>.

Sandra Korn. 2013. "Don't Teach For America." *The Harvard Crimson*, available at <http://www.thecrimson.com/column/the-red-line/article/2013/10/23/dont-teach-for-america/>

Andrew Hartman. 2013. "Teach for America's Hidden Curriculum." *Salon*, available at [http://www.salon.com/2013/02/17/the\\_hidden\\_curriculum\\_of\\_teach\\_for\\_america\\_partner/](http://www.salon.com/2013/02/17/the_hidden_curriculum_of_teach_for_america_partner/)

Jack Schneider. 2013. "Teach For America's Dirty Little Secret." *The Washington Post*, available at [http://www.washingtonpost.com/blogs/answer-sheet/wp/2013/08/15/teach-for-americas-dirty-little-secret/?fb\\_action\\_ids=10100715737073963&fb\\_action\\_types=og.likes&fb\\_source=aggregation&fb\\_aggregation\\_id=288381481237582](http://www.washingtonpost.com/blogs/answer-sheet/wp/2013/08/15/teach-for-americas-dirty-little-secret/?fb_action_ids=10100715737073963&fb_action_types=og.likes&fb_source=aggregation&fb_aggregation_id=288381481237582) (adapted from "Rhetoric and Practice in Pre-Service Teacher Education: The Case of Teach For America" in the *Journal of Education Policy*).

Teach For America. 2014. "On Dana Goldstein's Piece Last Week in Vox." Available at <https://www.teachforamerica.org/blog/dana-goldsteins-piece-last-week-vox>

### **Wednesday, November 12. Paternalism and the "white man's burden"**

*When does benevolence become misguided or unwanted? How do histories of racial injustice inform and impact service work?*

David Rieff. 2002. "The Humanitarian Paradox" and "The Hazards of Charity." *In A Bed For the Night*. New York: Simon & Schuster.

Invisible Children. 2012. "Kony 2012." Watch the video at <http://www.kony2012.com>

Teju Cole. 2012. "The White Savior Industrial Complex." *The Atlantic*, available at <http://www.theatlantic.com/international/archive/2012/03/the-white-savior-industrial-complex/254843/>.

Alex Halperin. 2009. "The Mzungu Thing." *N+I*, available at <http://nplusonemag.com/mzungu-thing>.

T. Ruge. 2012. "Respect my agency." *Project Diaspora* available at <http://tmsruge.com/respect-my-agency-2012/>

Lydia Polgreen. 2013. "Trading Privilege For Privation, Family Hits a Nerve in South Africa." *The New York Times*, available at [http://www.nytimes.com/2013/09/16/world/africa/trading-privilege-for-privation-family-hits-a-nerve-in-south-africa.html?hp&\\_r=0](http://www.nytimes.com/2013/09/16/world/africa/trading-privilege-for-privation-family-hits-a-nerve-in-south-africa.html?hp&_r=0)

### **Monday, November 17. Issues in humanitarian aid work**

**On-call: Corey Ackerman, Megan Blair, Reynaldo Giocochea, David Mackenzie, Hiroko Mawatari**

*In an international context, does "charity degrade those who receive it?" What principles should humanitarian aid organizations abide by?*

Nick Kristof. 2010. "The D.I.Y. Foreign Aid Revolution." *The New York Times*, available at <http://www.nytimes.com/2010/10/24/magazine/24volunteerism-t.html>.

Dave Algos. 2010. "Don't try this abroad." *Foreign Policy*, available at [http://www.foreignpolicy.com/articles/2010/10/26/dont\\_try\\_this\\_abroad](http://www.foreignpolicy.com/articles/2010/10/26/dont_try_this_abroad).

"The jargon of aid." 2011. *The Economist*, available at <http://www.economist.com/node/18014068>.

### **Wednesday, November 19. Moral responsibility and global poverty**

**On-call: Mohamed Abadi, Kim Meinert, Anita Veeramani, Leila Yosef**

*What do we, as individuals, owe the global poor? What does America, as a wealthy nation, owe to the global poor? What are the moral hazards of humanitarian intervention?*

Peter Singer. 1999. "The Singer Solution to Global Poverty." *The New York Times*, September 5.

Garrett Hardin. 1974. "Lifeboat Ethics: The Case Against Helping the Poor." *Psychology Today*, September.

## **V. Accountability**

### **Monday, November 24. Lying**

**On-call: Kristina Campa-Gruca, Chanera Pierce, Frank Sturges, Amy Wallace**

*When is it morally justifiable to lie “for the public good” in a professional context? In matters of national security or possible harm to others?*

Sissela Bok. 1978. “Lies for the Public Good,” in *Lying: Moral Choice in Public and Private Life*. New York: Random House.

“Ethical Problems in Public Careers: Lying” (Harvard Kennedy School case)

Lauren Collins. 2014. “The Spy Who Loved Me.” *The New Yorker*, available at <http://www.newyorker.com/magazine/2014/08/25/the-spy-who-loved-me-2>

### **Wednesday, November 26. Thanksgiving holiday, no class**

### **Monday, December 1. CANCELLED**

### **Wednesday, December 3. Juking the stats**

**On-call: Reynaldo Giocochea, Mark Kroening, Rasheed Malik, David Mackenzie**

Linda Darling-Hammond. 1994. “Performance-Based Assessment and Education Equity.” *Harvard Educational Review*, Spring.

Trip Gabriel. 2010. “Under Pressure, Teachers Tamper With Tests.” *The New York Times*, available at [http://www.nytimes.com/2010/06/11/education/11cheat.html?pagewanted=all&\\_r=0](http://www.nytimes.com/2010/06/11/education/11cheat.html?pagewanted=all&_r=0)

The Atlanta-Journal Constitution’s “Cheating Our Children” series (2013):

- [Part one: Suspicious scores across the nation](#)
- [Part two: Suspect scores at premier schools](#)
- [Part three: Help on tests can cross the line](#)
- [Part four: Cheating thrives, investigations languish](#)
- [Part Five: States can't ensure test integrity](#)

Rachel Aviv. 2014. “Wrong Answer.” *The New Yorker*, available at <http://www.newyorker.com/magazine/2014/07/21/wrong-answer>

### **Monday, December 8. Righting past wrongs: Accountability for collective action**

**On-call: Mohamed Abbadi, Farhana Arif, Mary Alice Truitt, Sean Wahl**

*How can we ensure ethical behavior as a society rather than solely as individuals? What responsibilities do societies have to remedy past injustices?*

Dennis Thompson. 2004. "The Problem of Many Hands." In *Restoring Responsibility*. Cambridge: Cambridge University Press.

Ta-Nahisi Coates. 2014. "The Case For Reparations." *The Atlantic*, available at <http://www.theatlantic.com/features/archive/2014/05/the-case-for-reparations/361631/>

"The Conversation" (responses to Coates). 2014. Available at <http://m.theatlantic.com/magazine/archive/2014/09/the-conversation/375076/>

Jean Hatzeld. 2006. "In search of the just," "Penitentiary walls," "Bargaining for forgiveness" and "Pardons." In *Machete Season: The Killers in Rwanda Speak*. New York: Picador.

### **Wednesday, December 10. Conclusion**

**Final reflection due Wednesday, December 10, in hard copy at the beginning of class**