

SEMESTER AT SEA COURSE SYLLABUS

Colorado State University, Academic Partner

Voyage:	Fall 2018
Discipline:	Philosophy and Religious Studies
Course Number and Title:	PHIL 103 Moral and Social Problems (Focus: Global Poverty)
Division:	Lower
Faculty Name:	Dr. Ashby Butnor
Semester Credit Hours:	3

Prerequisites: None

COURSE DESCRIPTION

More than one billion people worldwide live in “extreme poverty” and lack the necessities for a decent human life. As relatively affluent citizens, are we responsible for this problem and its alleviation? Should we care about these “distant others”? How can we help them? Should we help them? This course will explore these questions and our responsibilities to one another, beginning with an introduction to ethical thinking. We’ll read and participate in philosophical dialogue to better understand various conceptual frameworks designed to help guide human action and what we *ought* to do, particularly in our engagement with one another. We’ll then apply these ideas to the issue of global poverty and the problem of “distant others”—that is, the problem of caring for those who are (typically) very far removed from our daily lives and concerns. We’ll look at arguments that advocate helping the worst-off (and the variety of ways this is formulated) and those that claim that we have no such obligation. Through this study, we’ll come to reflect on our own ethical responsibilities and daily and long-term choices. We’ll also consider obstacles, both psychological and social, to doing the right thing.

LEARNING OBJECTIVES

Upon completion of this course, students should be able to:

1. Identify central ethical concepts and problems and understand key terminology and technical vocabulary unique to ethics.
2. Apply some theoretical considerations to the issue of global poverty. Frame and evaluate the conflicting claims of ethical reflection in contradistinction to economics, sociology, public policy, etc.
3. Criticize possible answers and proposed techniques for answering ethical problems, especially pertaining to the problem of global poverty, and suggest and consider alternate solutions.
4. Gain knowledge of local conditions of poverty and empathy with people and their own particular needs, interests, and projects in the various regions visited on the voyage.

5. Develop keen powers of observation and employ writing skills to record and evaluate experiences throughout the voyage.
6. Develop skills at philosophical reasoning and evaluating philosophical arguments and positions. And, demonstrate these skills in both verbal and written expression.
7. Achieve deeper self-knowledge, self-confidence and autonomy, particularly in regard to ethical responsibility and obligation, by meaningfully engaging with other voyagers and with individuals, organizations, and institutions in the countries visited.

REQUIRED TEXTBOOKS

AUTHOR: Peter Singer
 TITLE: The Life You Can Save: How to Do Your Part to End World Poverty
 PUBLISHER: Random House
 ISBN #: 0812981561
 DATE/EDITION: 2010

AUTHOR: Lewis Vaughn
 TITLE: Beginning Ethics: An Introduction to Moral Philosophy
 PUBLISHER: Norton
 ISBN #: 0393937909
 DATE/EDITION: 2014

AUTHOR: Scott Wisor
 TITLE: The Ethics of Global Poverty: An Introduction
 PUBLISHER: Routledge
 ISBN #: 1138827061
 DATE/EDITION: 2017

TOPICAL OUTLINE OF COURSE (subject to revision)

Day	Date	Topic	Reading (by date listed)	Due Dates
PART ONE: INTRO TO ETHICS & GLOBAL POVERTY				
A1	September 11	Intro to Class; Intro to Ethics	Vaughn, Chapter 1	
A2	September 13	Relativism & Moral Arguments	Vaughn, Chapters 2 & 3	
PORT	September 15-18	BARCELONA & VALENCIA, SPAIN		
A3	September 19	Moral Theory: Utilitarianism	Vaughn, Chapters 4 & 6	
A4	September 21	Ethics of Global Poverty: Singer's Argument	Singer, Chapters 1 & 2	
STUDY	September 23	STUDY DAY		
A5	September 24	Understanding Poverty	Wisor, Chapters 2-4	

A6	September 26	Duties to Humanity	Wisor, Chapter 5	Quiz #1
PORT	September 27-30	TEMA, GHANA		
	October 2	COMMUNITY PROGRAMMING		
PART TWO: CARING (OR NOT) FOR OTHERS				
A7	October 3	Aid, Critics & Innovators	Singer, Chapters 6 & 7 Wisor, Chapter 9	Option: Field Reflection
A8	October 5	Field Prep: Poverty & Development- South Africa	Readings TBD Documentary: Ubuntu	
PORT	October 7-12	CAPE TOWN, SOUTH AFRICA	FIELD CLASS, OCTOBER 7	Field Work
A9	October 13	De-Brief & Field Work Reflection		
A10	October 15	Egoism & Particularity	Hardin, "Lifeboat Ethics" Vaughn, Chapter 5	Field Analysis
STUDY	October 16	STUDY DAY		
A11	October 18	Common Objections to Giving	Singer, Chapters 3 & 4 Wisor, Chapter 8	
PORT	October 19	PORT LOUIS, MAURITIUS		
STUDY	October 21	STUDY DAY		
A12	October 22	Women & Education (focus on India)	Nussbaum, "Women and Education"; Documentary: Half the Sky	
A13	October 24	Moral Theory: Care, Virtue, & Associative Duties	Vaughn, Chapters 10 & 11 Wisor, Chapter 7	Quiz #2
PORT	October 25-30	COCHIN, INDIA		
STUDY	October 31	STUDY		
A14	November 2	Empathy & Giving	LaFollette & May, "Suffer the Little Children"; Singer, Chapter 5	Option: Field Reflection
PORT	November 4-8	YANGON, MYANMAR		
A15	November 9	Mid-term Exam		MID-TERM Option: Field Reflection
	November 11	COMMUNITY PROGRAMMING		
PART THREE: GLOBAL JUSTICE & POVERTY ALLEVIATION				
A16	November 12	Duties of Justice	Vaughn, Chapters 7 & 9 Wisor, Chapter 6	
PORT	November 14-18	HO CHI MINH CITY, VIETNAM		
A17	November 19	Human Rights	Kelly, "Human Rights as Foreign Policy Imperatives"; Universal Declaration of Human Rights	Option: Field Reflection
STUDY	November 21	STUDY DAY		

A18	November 22	Positive and Negative Duties	Pogge, “Assisting’ the Global Poor”; Gilibert, “The Duty to Eradicate Global Poverty: Positive or Negative?”	
PORT	November 24-29	SHANGHAI, CHINA		
A19	November 30	Global Justice & Obligations	Bernstein, “Human Rights, Global Justice, and Disaggregated States”	Option: Field Reflection
PORT	December 2-6	KOBE, JAPAN		
A20	December 7	Global Justice & Obligations: Weak States	O’Neill, “Global Justice: Whose Obligations?”; Documentary: Good Fortune	
A21	December 9	Global Justice & Obligations: Multilateral Organizations	McNeill and St. Clair, “Poverty, Human Rights, and Global Justice”	Quiz #3
A22	December 11	Global Reform	Wisor, Chapters 11-13	
STUDY	DECEMBER 12	BONUS DAY! STUDY!		
A23	December 13	Practical Solutions	Wisor, Chapters 14-16	
A24	December 15	Review/Catch-Up	Singer, Chapters 9-10	
PORT	December 16	HONOLULU, HAWAII		
STUDY	December 18	STUDY		
A25	December 19	Final Exam		FINAL

FIELD WORK

Semester at Sea field experiences allow for an unparalleled opportunity to compare, contrast, and synthesize the different cultures and countries encountered over the course of the voyage. In addition to the one required field class, students will complete independent field assignments that span multiple countries.

Field Class:

The field class for this course is on Sunday, 7 October in Cape Town, South Africa.

Field Class attendance is mandatory for all students enrolled in this course. Do not book any individual travel plans or a Semester at Sea sponsored trip on the day of your field class. Field Classes constitute at least 20% of the contact hours for each course, and are developed and led by the instructor.

Field Class & Assignment: Development Projects in South Africa

Description

In our Field Class, we will collaborate with a local organization to learn about causes and conditions of poverty in South Africa and participate in an ongoing service project that serves the community’s needs.

Learning Objectives

Through participation in this Field Class, students will:

1. Learn about the multi-faceted conditions that produce and sustain poverty for vulnerable populations in a specific community;
2. Understand best methods for addressing conditions that produce poverty in this community;
3. Support and work alongside local community members and organizations by contributing to their ongoing development projects;
4. Apply our study of ethical theory and concepts to a complex problem and to challenge and revise notions of global poverty through sustained engagement, analysis, and reflection.

Assessment [20% of total grade]

Students may earn up to 10% of course grade for active participation and engagement in Field Class activities, including preparation work for field class. Students are also required to submit a Field Analysis paper which will draw on class material to reflect upon, analyze, and assess local projects to combat poverty [10% of course grade].

Independent Field Reflections

In addition to the Field Class, students will be expected to reflect upon course themes and topics—such as the nature of moral obligations and responsibility, the ethics of distance, the cultivation of empathy and care, human rights, and global justice—at all ports on the voyage. Reflection prompts may be used to guide observations and considerations. Students should document their reflections in a journal and share as appropriate during class time.

For two ports (students may choose between Ghana, India, Myanmar, Vietnam, and China), students will be expected to observe and document instances of poverty and to research at least one community organization serving a specific population in the community. Students will submit short reflection essays and should be prepared to share research and experiences with the class. [Field Reflections = 10% of total course grade; 5% each]

METHODS OF EVALUATION

Participation & Field Journal [10% of final grade]

You are expected to be an active participant in all class activities, including field experiences. Be prepared to actively, thoughtfully, and respectfully participate and contribute to most class discussions. Students should keep journals to document their observations, research, and experiences with poverty at most port visits.

Homework Assignments [10% of final grade]

There will be short homework assignments offered throughout the term to encourage thoughtful engagement with the class material.

Quizzes [15% of final grade]

There will be three short quizzes in this course to test your knowledge of the course material, including philosophical terminology, and ability to think critically and thoughtfully about the theories and arguments we are studying.

Exams [35% of final grade]

There will be two exams in this course to test your knowledge of the course material, including field experiences, and ability to think critically and thoughtfully about it. The exams will contain short answer questions, primary passage identification and discussion, and essays. More details will be distributed prior to each exam.

Exam #1 (15%); Exam #2 (20%)

Field Work [30% of class grade]—see description above

1 Field Class, + Field Analysis (10% each; 20% total)

2 Independent Field Reflections (5% each; 10% total)

GRADING SCALE

The following Grading Scale is utilized for student evaluation. Pass/Fail is not an option for Semester at Sea coursework. Note that C-, D+ and D- grades are also not assigned on Semester at Sea in accordance with the grading system at Colorado State University (the SAS partner institution). Pluses and minuses are awarded as follows on a 100% scale:

<u>Excellent</u>	<u>Good</u>	<u>Satisfactory/Poor</u>	<u>Failing</u>
97-100%: A+	87-89%: B+	77-79%: C+	Less than 60%:
93-96%: A	83-86%: B	70-76%: C	
90-92%: A-	80-82%: B-	60-69%: D	

ATTENDANCE/ENGAGEMENT IN THE ACADEMIC PROGRAM

Attendance in all Semester at Sea classes, including the Field Class, is mandatory. Students must inform their instructors prior to any unanticipated absence and take the initiative to make up missed work in a timely fashion. Instructors must make reasonable efforts to enable students to make up work which must be accomplished under the instructor’s supervision (e.g., examinations, laboratories). In the event of a conflict in regard to this policy, individuals may appeal using established CSU procedures.

LEARNING ACCOMMODATIONS

Semester at Sea provides academic accommodations for students with diagnosed learning disabilities, in accordance with ADA guidelines. Students who will need accommodations in a class, should contact ISE to discuss their individual needs. Any accommodation must be discussed in a timely manner prior to implementation.

A letter from the student's home institution verifying the accommodations received on their home campus (dated within the last three years) is required before any accommodation is provided on the ship. Students must submit this verification of accommodations to academic@isevoyages.org as soon as possible, but no later than two months prior to the voyage.

STUDENT CONDUCT CODE

The foundation of a university is truth and knowledge, each of which relies in a fundamental manner upon academic integrity and is diminished significantly by academic misconduct. Academic integrity is conceptualized as doing and taking credit for one's own work. A pervasive attitude promoting academic integrity enhances the sense of community and adds value to the educational process. All within the University are affected by the cooperative commitment to academic integrity. All Semester at Sea courses adhere to this Academic Integrity Policy and Student Conduct Code.

Depending on the nature of the assignment or exam, the faculty member may require a written declaration of the following honor pledge: "I have not given, received, or used any unauthorized assistance on this exam/assignment."

RESERVE BOOK FOR THE LIBRARY

Chatterjee, Deen (ed.) (2004). *The Ethics of Assistance: Morality and the Distant Needy*. Cambridge University Press.

FILM REQUEST

Ubuntu: the street child story (Matt Nelson, Director)
Kanopy, 2014

The End of Poverty?
Kanopy, 2014

Half the Sky: Turning Oppression into Opportunity for Women Worldwide
Docurama Films, 2012

Good Fortune
Transient Pictures, 2010

Through a Child's Eyes
Films for the Humanities & Sciences, 2007

ELECTRONIC COURSE MATERIALS

AUTHOR: Alyssa R. Bernstein

ARTICLE/CHAPTER TITLE: "Human Rights, Global Justice, and Disaggregated States: John Rawls, Onora O'Neill, and Anne-Marie Slaughter"
JOURNAL/BOOK TITLE: American Journal of Economics and Sociology
VOLUME: Vol. 66, No. 1
DATE: January 2007
PAGES: 87-111

AUTHOR: Pablo Gilabert
ARTICLE/CHAPTER TITLE: "The duty to eradicate global poverty: Positive or negative?"
JOURNAL/BOOK TITLE: Ethical Theory and Moral Practice
VOLUME: 7 (5)
DATE: 2005
PAGES: 537-550

AUTHOR: Garrett Hardin
ARTICLE/CHAPTER TITLE: "Lifeboat Ethics: The Case Against Helping the Poor"
JOURNAL/BOOK TITLE: Psychology Today (also: www.garretthardinsociety.org)
VOLUME: N/A
DATE: September 1974
PAGES: 800-812

AUTHOR: Nimi Hoffman and Thaddeus Metz
ARTICLE/CHAPTER TITLE: "What Can the Capabilities Approach Learn from an Ubuntu Ethic? A Relational Approach to Development Theory"
JOURNAL/BOOK TITLE: World Development
VOLUME: 97
DATE: 2017
PAGES: 153-164

AUTHOR: Erin Kelly
ARTICLE/CHAPTER TITLE: "Human rights as foreign policy imperatives"
JOURNAL/BOOK TITLE: *The Ethics of Assistance*, ed. Deen K. Chatterjee. Cambridge: Cambridge University Press.
VOLUME: N/A
DATE: 2004
PAGES: 177-192

AUTHOR: Hugh LaFollette and Larry May
ARTICLE/CHAPTER TITLE: "Suffer the Little Children"
JOURNAL/BOOK TITLE: World Hunger and Morality, ed. William Aiken and Hugh LaFollette. Prentice Hall. (also: <http://www.hughlafollette.com>)
VOLUME: N/A
DATE: 1996
PAGES: 70-84

AUTHOR: Desmond McNeill and Asuncion Lera St. Clair

ARTICLE/CHAPTER TITLE: "Poverty, Human Rights, and Global Justice: The Response-Ability of Multilateral Organizations"

JOURNAL/BOOK TITLE: Globalizations

VOLUME: Vol 8, Issue 1

DATE: February 2011

PAGES: 97-111

AUTHOR: Martha Nussbaum

ARTICLE/CHAPTER TITLE: "Women's Education: A Global Challenge"

JOURNAL/BOOK TITLE: Signs

VOLUME: Vol. 29, No. 2

DATE: Winter 2004

PAGES: 325-355

AUTHOR: Onora O'Neill

ARTICLE/CHAPTER TITLE: "Global Justice: Whose Obligations?"

JOURNAL/BOOK TITLE: *The Ethics of Assistance*, ed. Deen K. Chatterjee. Cambridge: Cambridge University Press.

VOLUME: N/A

DATE: 2004

PAGES: 242-259

AUTHOR: Thomas Pogge

ARTICLE/CHAPTER TITLE: "'Assisting' the Global Poor"

JOURNAL/BOOK TITLE: *The Ethics of Assistance*, ed. Deen K. Chatterjee. Cambridge: Cambridge University Press.

VOLUME: N/A

DATE: 2004

PAGES: 260-288

ADDITIONAL RESOURCES

Students will be asked to do basic research on a community organization focused on some aspect of poverty in two port locations. This research may be done online or by visiting a local community organization in person.