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## IAFF 6118-12

# The Ethics of Foreign Aid

## Syllabus

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**Term:** Spring 2021

**Professor:** Lucia M. Rafanelli

**Email:** [lmrafanelli@gwu.edu](mailto:lmrafanelli@gwu.edu) (typical response time: 1-2 business days)

**Sync Session:** Mondays 5:10-7:00 PM

**Virtual Office Hours:** Tuesdays 2-4 PM (you must sign up in advance; sign-up link on Blackboard), or by appointment

**Credits:** 3

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### Course Description & Goals

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This class will explore the ethical issues surrounding foreign aid. We will address questions such as: Are wealthier countries morally obligated to give aid to poorer countries, and if so, how much? Sometimes aid comes in the form of "development assistance" with political conditions attached. Are wealthy countries and international financial institutions ever morally justified in attaching these conditions? If so, when? And what kinds of conditions is it morally permissible for them to attach? How should we evaluate the morality of aid programs that provide valuable goods and services, but also become complicit in wrongdoing within the communities they aim to help and/or make those communities dependent on foreign aid?

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### Learning Outcomes & Objectives

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

- Demonstrate familiarity with contemporary political theory and philosophy literature on ethical issues relating to international aid, broadly conceived.
- Synthesize ideas and information from multiple sources.
- Make cogent, well-informed arguments of their own (both orally and in writing) related to major ethical debates about international aid.
- Apply the ideas we study to real-world political problems—e.g., use relevant philosophical concepts to analyze and evaluate the actions of international aid/development organizations and donors.

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### Methods of Instruction

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This course uses the following methods of instruction:

- *Readings:* It's very important that you come to class having done the week's readings and that you have the readings with you during class.
- *Guided discussion:* I'll typically begin class by saying something to introduce the week's topic, contextualize the readings, and pose some starting questions. And I'll have several questions prepared to guide each

session. But we'll spend most of our in-class time having a joint conversation about the readings and the moral issues they deal with. And it's OK—in fact, you're encouraged—to take the class in your own direction, even if it diverges from what I've planned for the day. **Note: Attendance and participation are important parts of this course and are crucial tools for understanding and learning to analyze the subjects it covers. That said, I realize the COVID pandemic has impacted many of our living and working situations in unexpected and unavoidable ways and that you may not always be able to attend our live sync sessions. As such, each class will be recorded and posted on Blackboard (under "Virtual Classroom") for the benefit of students who are unable to attend live.**

- *Student presentations:* Each week, one or two students will start off discussion by sharing short memos they've prepared on the week's readings (more about this later, in the "Grading & Assessment" section).
- *Writing assignments:* Writing assignments will give you the opportunity to analyze and synthesize ideas from our readings, to make arguments of your own on the topics they cover, and to explore the issues you find most interesting. Over the course of the semester, each student should complete two 500-word memos, which they will present in class, a proposal for their final paper, and a 5,000-word final paper.
- *Blackboard discussion posts:* You are encouraged to use the Blackboard discussion board to comment on the week's student memos, to ask questions about the readings or issues we're covering, or to comment on or answer others' questions. I will also monitor and contribute to the discussion board. **Blackboard participation will factor into your participation grade.** If you are unable to make it to a session of class, participating on Blackboard can be a good way to make up for your absence. I reserve the right to delete any post that I deem inappropriate for our classroom environment.

## Building an Inclusive Classroom

In this class, we will often discuss issues that are both serious (many of them questions of life and death) and about which there is significant disagreement. At one point or another, you will probably find yourself disagreeing with another student, with an author we've read, or with me. That's normal, and I encourage you to express your point of view—as long as you do so respectfully. Discussion and disagreement can be healthy and productive, pushing us to better understand others' perspectives as well as our own. But, if undertaken disrespectfully, they can be harmful and counterproductive, closing channels of communication and disempowering participants and observers.

I hope we'll be able to enact the first, healthy and productive, model of discussion and disagreement. To accomplish this, it is imperative that there be an atmosphere of trust and safety in the classroom. I will do my best to foster an environment in which every student has the opportunity to be heard and feels respected. But **I cannot do this alone! We all must work together to make our classroom one in which everyone feels empowered to contribute, feels safe being themselves, and feels like a valued member of the class.** This is

no less important because our classroom happens to be a virtual space rather than a physical one. **If something said or done in class makes you especially uncomfortable, or you feel disrespected or unfairly targeted, you should always feel free to talk to me about it.** GW also has a number of avenues by which you can report bias incidents. See: <https://diversity.gwu.edu/bias-incident-response>.

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## Credit Hour Policy

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In this 3-credit graduate course, students are expected to work for (at least) 450 minutes/week (including about 110 minutes of “guided instruction” per week while classes are in session), totaling to 112.5 hours of work over the duration of the 15-week semester.

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## Prerequisites

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### Academic

There are no academic pre-requisites for this course.

### Technological

As an online student, it is necessary to possess baseline technology skills in order to participate fully in the course. Please consult the [GW Online website](#) for further information about recommended configurations and support. **If you have questions or problems with technology for this course, please consult the remote learning guide (under “Technology Help”) on our course’s Blackboard page.**

You should be able to:

- Use a personal computer and its peripherals.
- Use word processing and other productivity software.
- Use the webcam and microphone on your device.
- Use your computer to upload files.
- Seek technology help by contacting [GW Information Technology](#) (202-994-4948).

**Important notice:** Classes will be audio/video recorded and made available to other students in this course. As part of your participation in this course, you may be recorded. **If you do not wish to be recorded, please contact the professor ([lmrafanelli@gwu.edu](mailto:lmrafanelli@gwu.edu)) the first week of class (or as soon as you enroll in the course, whichever is latest) to discuss alternative arrangements.**

## Course Materials & Requirements

You should plan to purchase Jennifer C. Rubenstein, *Between Samaritans and States: The Political Ethics of Humanitarian INGOs* (Oxford: Oxford University Press, paperback ed. 2016). Readings from other sources will be made available on Blackboard.

## Grading & Assessment

Your participation, memos, and papers will be graded on a 4-point scale: A=4, A-=3.67, B+=3.33, B=3, and so on.

Your overall course grade will be given by:  $(0.2 * \text{participation grade}) + (0.15 * \text{first memo grade}) + (0.15 * \text{second memo grade}) + (0.1 * \text{final paper proposal grade}) + (0.4 * \text{final paper grade})$ .

If your course grade falls between two letter grades, you will get the letter grade it is numerically closer to. E.g., if your course grade is a 3.9, you will get an "A" in the class, because 3.9 is closer to 4 (an "A") than it is to 3.67 (an "A-").

<i>Assignment Type</i>	<i>Percent of Final Grade</i>
Participation	20%
Memos	30% (15% each)
Final Paper Proposal	10%
Final Paper	40%

## Guidelines for Participation

This is a discussion-heavy class. I will typically say something at the beginning of each session to introduce the week's topic, contextualize the readings, and pose some starting questions. But we'll spend most of our in-class time having a joint conversation about the readings and the moral issues they deal with. As such, **it's very important that you do the week's readings before class, that you have the readings with you during class, and that you come ready to talk about them.**

To make the class as enriching as possible (and to get a good participation grade), you should attend consistently and offer informed, original contributions to class discussions. **Your participation will be evaluated for quality, not just quantity.** But, note, you do NOT have to have all the answers to make quality contributions. **Asking a good question or presenting an interesting puzzle is just as valuable a contribution as giving a good answer to a question.** The texts and issues we'll be discussing are genuinely complex and challenging. I encourage you to think about our class time as time for us to uncover their complexities and ambiguities and work through them together, rather than as time in which you'll be called upon to give pre-determined answers to my questions.

**Ideally, you should attend all synchronous class sessions and stay for the entire length of the sessions (Mondays 5:10 – 7:00 PM Eastern Time). That said, I will be flexible about sync session attendance and real-time participation.** If there is some reason you can't attend a particular session or need to arrive late/leave early, please let me know. Similarly, if there is a reason you will regularly have to miss class (e.g., you have an unreliable internet connection, you live in a time zone that makes attending synchronous sessions infeasible), please let me know. I realize the COVID pandemic has impacted many of our living and working situations in unexpected and unavoidable ways, and **my aim is for this class to be as accessible as possible to all students, no matter your individual circumstances.** As such, if you are unable to attend class (either for a particular session or in general), I am happy to work with you to find a way to make up your absence. Usually, this will involve watching the recorded class session(s) and spending additional time participating on the Blackboard discussion board. **Of course, I can only accommodate you if you let me know what your situation is, so it's important that you talk to me if you anticipate attendance being an issue for you.**

**You are also encouraged to participate by contributing to the Blackboard discussion board, even if you attend and participate in live sync sessions. I recommend spending at least 10 minutes per week on the discussion board.** I encourage you to use it to comment on the week's student memos, to ask questions about the readings or issues we're covering, or to comment on or answer others' questions. I will also monitor and contribute to the discussion board and **Blackboard participation will factor into your participation grade.** Since we'll be learning remotely, this online discussion board is an important tool for building class community and providing an alternate forum in which we all can interact with each other and in which I can help guide class discussions.

### Guidelines for Memos

Each week, one or two students (we'll adjust based on the number of students in the class) will start off our discussion by presenting a brief memo (500 words) they've written on that week's readings. Though we may have more than one student presenting on the same day, each student should write their own memo *individually*. Your memo should discuss some issue or question from the readings that you found important or interesting. You might, for example, make a brief argument for what you see as the main lesson from the readings, identify a tension within one author's thinking, or argue for what you see as a practical or philosophical implication of some idea from the readings. These are only suggestions: don't feel bound by them. But they're here to help give you an idea of the kind of thing you should be trying to accomplish in your memos. More generally, you want your memos to demonstrate that you've completed, paid attention to, and critically engaged with the readings. You should write and present two memos over the course of the semester.

**You should both submit your memo as an assignment on Blackboard and email your memo to the class (you should also be able to do this via Blackboard) by 5 pm on the Friday before the class in which you'll present the memo. (And everyone else should read the memo before class!)** There is no set length for your in-class presentation, though 10-15 minutes is a good target. No need for anything fancy—think of these presentations as your opportunity to share the ideas from your memo and kick start the class discussion.

Your grade for each memo will reflect both your written work and your in-class presentation.

### Guidelines for Papers and Paper Proposals

**You will write one 5,000-word final paper.** For this paper, you will pick an aid organization that has publicly released ethical standards or principles it aspires to or claims to adhere to. Your paper should draw on course readings to evaluate these standards or principles and, if appropriate, make recommendations for how they should be revised. I'll release more specific instructions for the final paper as the due date approaches.

Especially if you don't have a lot of experience with philosophical writing, I encourage you to consult these guides, which give some useful and fairly generalizable advice.

The Pink Guide: <https://sites.google.com/a/wellesley.edu/pinkguidetophilosophy/>

The Jim Pryor Guide: <http://www.jimpryor.net/teaching/guidelines/writing.html>

To help ensure you're on the right track and have a good, actionable plan for your final paper, **you'll be required to turn in a paper proposal to me in advance.** This proposal should identify the organization you will write about and which of its ethical standards or principles you will focus on. **Please include in your proposal a link to a publicly available version of the ethical standards or principles you plan to analyze. I will collect these links and distribute them to the class, and they will form the basis of our discussion on the last day of class.** Your proposal should also include a rough plan for your paper, outlining the main issues or questions you will address and which course readings you think you will draw on. You don't have to have every detail figured out or every question answered in your proposal, but you should have a general idea of the topic and direction of your paper. I'll release more specific instructions for the final paper proposals as the due date approaches.

### Late Work Policy

**Late work will incur a grading penalty of minus 1/3 of a letter grade for each 24-hour period (or part thereof) it's late** (e.g., if you turn in an "A" quality paper 24 hours late, you'll get an "A-"; if you turn it in 48 hours late, you'll get a "B+"). **If you find yourself unable to complete an assignment on time because of extenuating circumstances, please do talk to me. I will consider requests for extensions, or for exemptions to the late penalty rule, on a case-by-case basis.** (If it's possible, it's better to ask for an extension in advance than to ask me to waive the late penalty after the deadline has passed.)

### Course Calendar & Outline

Below you'll find our class schedule, including due dates for major assignments. While I expect us to adhere to this schedule, it is subject to change as necessary.

DATE	TOPIC	READINGS
1/11	Are the "well-off" morally required to give aid? If so, how much?	- Peter Singer, <i>Famine, Affluence, and Morality</i> (Oxford: Oxford University Press, 2016), pp. 1-86
1/18	<b>NO CLASS</b>	<b>MARTIN LUTHER KING DAY</b>

1/25	Are the “well-off” morally required to give aid? If so, how much?	<ul style="list-style-type: none"> <li>- Kwame Anthony Appiah, <i>Cosmopolitanism: Ethics in a World of Strangers</i> (New York: WW Norton &amp; Co, 2006), ch. 10, pp. 155-74</li> <li>- Forum on “The Logic of Effective Altruism,” with contributions by Peter Singer, Emma Saunders-Hastings, Daron Acemoglu, Rob Reich, and Angus Deaton, <i>Boston Review: A Political and Literary Forum</i>, <a href="http://bostonreview.net/forum/peter-singer-logic-effective-altruism">http://bostonreview.net/forum/peter-singer-logic-effective-altruism</a></li> <li>- Angus Deaton, “Weak States, Poor Countries,” <i>AllAfrica.com</i>, 19 Oct 2015</li> <li>- Sabina Alkire et al., “Buzzwords and tortuous impact studies won't fix a broken aid system,” <i>The Guardian</i>, 16 Jul 2018, <a href="https://www.theguardian.com/global-development/2018/jul/16/buzzwords-crazes-broken-aid-system-poverty">https://www.theguardian.com/global-development/2018/jul/16/buzzwords-crazes-broken-aid-system-poverty</a></li> <li>- Peter Singer, “Is Charity for the Poor Futile?” 3 Aug 2018, <i>Project Syndicate</i></li> <li>- Themrise Khan, “Who Speaks for the Global South Recipients of Aid?” 7 Jul 2020, <i>Global Dashboard</i>, <a href="https://www.globaldashboard.org/2020/07/07/who-speaks-for-the-global-south-recipients-of-aid/">https://www.globaldashboard.org/2020/07/07/who-speaks-for-the-global-south-recipients-of-aid/</a></li> </ul>
2/1	Foreign aid: justice or charity?	<ul style="list-style-type: none"> <li>- Henry Shue, <i>Basic Rights: Subsistence, Affluence, and US Foreign Policy: 40<sup>th</sup> Anniversary Edition</i> (Princeton, NJ: Princeton University Press), Introduction, ch. 1-2, 5-6, pp. 5-64, 111-52</li> </ul>
2/8	Foreign aid: justice or charity?	<ul style="list-style-type: none"> <li>- Mohamed Adow, “The Climate Debt: What the West Owes the Rest,” <i>Foreign Affairs</i> 99, 3 (2020): 60-8</li> <li>- Katrina Forrester, “Reparations, History and the Origins of Global Justice,” in Duncan Bell ed., <i>Empire, Race and Global Justice</i> (Cambridge: Cambridge University Press, 2019): 22-51</li> <li>- Priya Lukka, “Can reparations help us to re-envision international development?” 21 Jan 2020, <i>Open Democracy</i>, <a href="https://www.opendemocracy.net/en/transformation/can-reparations-help-us-re-envision-international-development/">https://www.opendemocracy.net/en/transformation/can-reparations-help-us-re-envision-international-development/</a></li> <li>- Richard W. Miller, <i>Globalizing Justice: The Ethics of Poverty and Power</i> (Oxford: Oxford University Press, 2010), ch. 5-6, pp. 118-80</li> </ul>
2/15	<b>NO CLASS</b>	<b>PRESIDENTS DAY</b>
2/22	Is it morally permissible to put political conditions on aid?	<ul style="list-style-type: none"> <li>- “IMF Conditionality” factsheet, <a href="https://www.imf.org/en/About/Factsheets/Sheets/2016/08/02/21/28/IMF-Conditionality">https://www.imf.org/en/About/Factsheets/Sheets/2016/08/02/21/28/IMF-Conditionality</a></li> </ul>

		<ul style="list-style-type: none"> <li>- Christian Barry, "Sovereign Debt, Human Rights, and Policy Conditionality," <i>Journal of Political Philosophy</i> 19, 3 (2011): 282-305</li> <li>- Cécile Fabre, <i>Economic Statecraft: Human Rights, Sanctions, and Conditionality</i> (Cambridge, MA: Harvard University Press, 2018), ch. 4, pp. 92-126</li> <li>- Antony Anghie, "Time present and time past: globalization, international financial institutions, and the third world," <i>NYU Journal of International Law and Politics</i> 32, 2 (2000): 243-90, read only pp. 243-75</li> </ul>
3/1	Is it morally permissible to put political conditions on aid?	<ul style="list-style-type: none"> <li>- Vivien Collingwood, "Assistance with Fewer Strings Attached," <i>Ethics and International Affairs</i> 17, 1 (2003): 55-67</li> <li>- UN General Assembly, "Declaration on the Establishment of a New International Economic Order," 6<sup>th</sup> special session (1974), <a href="https://digitallibrary.un.org/record/218450?ln=en">https://digitallibrary.un.org/record/218450?ln=en</a></li> <li>- Adom Getachew, <i>Worldmaking after Empire: The Rise and Fall of Self-Determination</i> (Princeton, NJ: Princeton University Press, 2019), Introduction and ch. 1, 5, pp. 1-36, 142-75</li> <li>- Karuna Mantena, "Getting the NIEO Right," 21 May 2018, <i>Law and Political Economy Project</i>, <a href="https://lpeproject.org/blog/getting-the-nieo-right/">https://lpeproject.org/blog/getting-the-nieo-right/</a></li> </ul>
3/8	The ethics of humanitarian NGO work	<ul style="list-style-type: none"> <li>- Jennifer C. Rubenstein, <i>Between Samaritans and States: The Political Ethics of Humanitarian INGOs</i> (Oxford: Oxford University Press, 2015), ch. 1-3, pp. 1-86</li> </ul>
3/15	<b>NO CLASS</b>	<b>SPRING BREAK</b>
3/22	The ethics of humanitarian NGO work	<ul style="list-style-type: none"> <li>- Jennifer C. Rubenstein, <i>Between Samaritans and States: The Political Ethics of Humanitarian INGOs</i> (Oxford: Oxford University Press, 2015), ch. 4-5, pp. 87-142</li> <li>- #ShiftThePower, "An open letter to International INGOs who are looking to 'localise' their operations," 8 Mar 2020, <i>Open Democracy</i>, <a href="https://www.opendemocracy.net/en/transformation/an-open-letter-to-international-ngos-who-are-looking-to-localise-their-operations/">https://www.opendemocracy.net/en/transformation/an-open-letter-to-international-ngos-who-are-looking-to-localise-their-operations/</a> (also: click through to the "Manifesto for Change")</li> </ul>
3/29	The ethics of humanitarian NGO work	<ul style="list-style-type: none"> <li>- Jennifer C. Rubenstein, <i>Between Samaritans and States: The Political Ethics of Humanitarian INGOs</i> (Oxford: Oxford University Press, 2015), ch. 6-8, pp. 143-225</li> <li>- Teju Cole, "The White Savior Industrial Complex," 21 Mar 2012, <i>The Atlantic</i>, <a href="https://www.theatlantic.com/international/archive/2012/03/the-white-savior-industrial-complex/254843/">https://www.theatlantic.com/international/archive/2012/03/the-white-savior-industrial-complex/254843/</a></li> </ul>



4/5	Gender equity in NGOs and international aid	<p><b>Guest speaker:</b> Emily Brown (Independent consultant with a specialization gender equality and social inclusion)</p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>- Aisling Swaine, "Enabling or Disabling Paternalism: (In)Attention to Gender, Women's Knowledge, Capacity, and Authority in Humanitarian Contexts," in Michael N. Barnett ed., <i>Paternalism beyond Borders</i> (Cambridge: Cambridge University Press, 2017)</li> </ul>
4/12	Multi-dimensional Poverty	<p><b>Guest speaker:</b> Prof. James Foster (Professor of Economics and International Affairs, GWU)</p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>- Amartya Sen, "Equality of What?" (excerpts) in Robert E. Goodin and Philip Pettit eds., <i>Contemporary Political Philosophy: An Anthology: Third Edition</i> (Wiley, 2019), pp. 439-49</li> <li>- Martha Nussbaum, "Public Philosophy and International Feminism," <i>Ethics</i> 108 (1998): 762-96</li> <li>- Aram Ziai, "Justice, Not Development: Sen and the Hegemonic Framework For Ameliorating Global Inequality," <i>Global Justice: Theory, Rhetoric, and Practice</i> 7 (2014): 28-38</li> <li>- Martin Čihák, Montfort Mlachila, and Ratna Sahay, "Race in Economics," <i>Finance and Development</i> Fall 2020, <a href="https://www.imf.org/external/pubs/ft/fandd/2020/09/race-and-racism-in-economics-IMF.htm?utm_medium=email&amp;utm_source=govdelivery">https://www.imf.org/external/pubs/ft/fandd/2020/09/race-and-racism-in-economics-IMF.htm?utm_medium=email&amp;utm_source=govdelivery</a></li> </ul>
4/16		<p><b>FINAL PAPER PROPOSALS DUE</b>  <b>By 11:59 pm Eastern, on Blackboard</b></p>
4/19	The ethics of multilateralism; global solidarity and equality (with a focus on climate change)	<p><b>Guest speaker:</b> Prof. Edward Greene (Professor Emeritus, University of West Indies; CEO of Global Frontier Advisory and Development Services)</p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>- Chris Tenove, "Should International Organizations Include Beneficiaries in Decision-making? Arguments for Mediated Inclusion," <i>Global Justice: Theory, Practice, Rhetoric</i> 10, 2 (2018): 44-65</li> </ul>
4/26	Race and discrimination in development work	<p><b>Guest speaker:</b> Taylor Jack (Policy analyst, development consultant)</p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>- Anonymous, "The Aid Sector Must Do More To Tackle Its White Supremacy Problem," 15 Jun 2020, <i>The Guardian</i>, <a href="https://www.theguardian.com/global-">https://www.theguardian.com/global-</a></li> </ul>

		<p><a href="https://www.opendemocracy.net/en/transformation/black-lives-matter-also-reckoning-foreign-aid-and-international-ngos/">development/2020/jun/15/the-aid-sector-must-do-more-to-tackle-its-white-supremacy-problem</a></p> <ul style="list-style-type: none"> <li>- Degan Ali and Marie-Rose Romain Murphy, "Black Lives Matter is also a reckoning for foreign aid and international NGOs," 19 Jul 2020, <i>Open Democracy</i>, <a href="https://www.opendemocracy.net/en/transformation/black-lives-matter-also-reckoning-foreign-aid-and-international-ngos/">https://www.opendemocracy.net/en/transformation/black-lives-matter-also-reckoning-foreign-aid-and-international-ngos/</a></li> <li>- Uma Kothari, "An Agenda for Thinking about 'Race' in Development," <i>Progress in Development Studies</i> 6, 1 (2006): 9-23</li> <li>- Sarah White, "Thinking Race, Thinking Development," <i>Third World Quarterly</i> (2002): 407-19</li> <li>- Lauren Reese, "Beyond Lip Service: Tackling Racism in Your Development Organization," 17 Jun 2020, <i>The New Humanitarian</i>, <a href="https://www.thenewhumanitarian.org/opinion/2020/06/17/diversity-inclusion-aid-agency-reform-black-lives-matter">https://www.thenewhumanitarian.org/opinion/2020/06/17/diversity-inclusion-aid-agency-reform-black-lives-matter</a></li> </ul>
4/29	Critical review of aid organizations' published principles/ethical standards	- Aid organizations' published principles/ethical standards (links to be collected from students' final paper proposals)
5/6		<p><b>FINAL PAPERS DUE</b> By 11:59 pm Eastern, on Blackboard</p>

## Suggestions for Further Reading

**Doctoral Students:** We will meet separately to discuss selected readings from the list below. I'll be in touch to find a time that works for everyone and set up a schedule for these meetings.

### The Scope of Distributive Justice

- Arash Abizadeh, "Cooperation, Pervasive Impact, and Coercion: On the Scope (not Site) of Distributive Justice," *Philosophy & Public Affairs* 35, 4 (2007): 318-58
- Charles R. Beitz, *Political Theory and International Relations* (Princeton, NJ: Princeton University Press, 1979)
- Chris Brown, "Poverty Alleviation, Global Justice, and the Real World," *Ethics and International Affairs* 31, 3 (2017): 357-65

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- John Rawls, *The Law of Peoples with "The Idea of Public Reason Revisited"* (Cambridge, MA: Harvard University Press, 1999)
  - Peter Singer, *The Life You Can Save* (New York: Random House, 2009)
  - Thomas Nagel, "The Problem of Global Justice," *Philosophy & Public Affairs* 33, 2 (2005): 113-47

#### Critical responses to Nagel:

- Joshua Cohen and Charles Sabel, "Extra Rempublicam Nulla Justitia?," *Philosophy & Public Affairs* 34, 2 (2006): 147-75
- A.J. Julius, "Nagel's Atlas," *Philosophy & Public Affairs* 34, 2 (2006): 176-92 NB: This is a response to Nagel (2005)
- Christian Barry and Laura Valentini, "Egalitarian Challenges to Global Egalitarianism: A Critique," *Review of International Studies* 35 (2009): 485-512
- Martha C. Nussbaum, "Duties of Justice, Duties of Material Aid: Cicero's Problematic Legacy," *The Journal of Political Philosophy* 8, 2 (2000): 176-206
- Lea Ypi, "Cosmopolitanism without If and without But," in Gillian Brock ed., *Cosmopolitanism versus Non-Cosmopolitanism: Critiques, Defenses, Reconceptualizations* (Oxford: Oxford University Press, 2013)

#### **International Reparative Justice**

- Jason Hickel, "Enough of aid—let's talk reparations," 27 Nov 2015, *The Guardian*, <https://www.theguardian.com/global-development-professionals-network/2015/nov/27/enough-of-aid-lets-talk-reparations>
- Catherine Lu, "Colonialism as Structural Injustice: Historical Responsibility and Contemporary Redress" *The Journal of Political Philosophy* 19, 3 (2011): 261-81
- Thomas Pogge, *World Poverty and Human Rights: Cosmopolitan Responsibilities and Reforms* (Cambridge: Polity Press, 2002)

#### Critical responses to Pogge:

- Norbert Anwander, "Contributing and Benefiting: Two Grounds for Duties to the Victims of Injustice," *Ethics and International Affairs* 19, 1 (2005): 39-45
- Rowan Cruft, "Human Rights and Positive Duties," *Ethics and International Affairs* 19, 1 (2005): 29-37

- Alan Patten, "Should We Stop Thinking about Poverty in Terms of Helping the Poor?" *Ethics and International Affairs* 19, 1 (2005): 19-27
- Mathias Risse, "Do We Owe the Global Poor Assistance or Rectification?" *Ethics and International Affairs* 19, 1 (2005): 9-18
- Debra Satz, "What do We Owe to the Global Poor?" *Ethics and International Affairs* 19, 1 (2005): 47-54
- Iris Marion Young, *Responsibility for Justice* (Oxford: Oxford University Press, 2011)

### **"Development," Aid, and Conditionality**

- Nicole Hassoun, "Institutional Theories and International Development," *Global Justice: Theory, Practice, Rhetoric* 7 (2014): 12-27
- Hans Morgenthau, "A Political Theory of Foreign Aid," *American Political Science Review* 56, 2 (1962): 301-9
- Mitu Sengupta and Thomas Pogge, "Rethinking the Post-2015 Development Agenda: Eight Ways to End Poverty Now," *Global Justice: Theory, Practice, Rhetoric* 7 (2014): 3-11

### **Transnational Activism & NGOs**

- Margaret E. Keck and Kathryn Sikkink, *Activists beyond Borders: Advocacy Networks in International Politics* (Ithaca, NY: Cornell University Press, 1998)
- Richard Falk, *Power Shift: On the New Global Order* (London: Zed Books, 2016)
- Nancy Fraser, "Abnormal Justice," *Critical Inquiry* 34 (2008): 393-422
- Lucia M. Rafanelli, "Promoting Justice Across Borders," *Political Studies* (2019)

### **University Policies & Resources**

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#### **Incomplete Grades**

At the option of the instructor, an Incomplete may be given for a course if a student, for reasons beyond the student's control, is unable to complete the work of the course, and if the instructor is informed of, and approves, such reasons before the date when grades must be reported. An Incomplete can only be granted if the student's prior performance and class attendance in the course have been satisfactory. Any failure to complete the work of a course that is not satisfactorily explained to the instructor before the date when grades must be turned in will be graded F, Failure.

If acceptable reasons are later presented to the instructor, the instructor may initiate a grade change to the symbol I, Incomplete. The work must be completed within the designated time period agreed upon by the instructor, student, and school, but no more than one calendar year from the end of the semester in which the course was taken. To record the exact expectations, conditions, and deadlines of the Incomplete please use the Elliott School's Incomplete Grade Contract: <http://go.gwu.edu/incompletecontractgraduate>

The completed and signed contract is to be submitted to the Academic Affairs and Student Services Office. All students who receive an Incomplete must maintain active student status during the subsequent semester(s) in which the work of the course is being completed. If not registered in other classes during this period, the student must register for continuous enrollment status. For more information regarding Incompletes please review the relevant sections in the University Bulletin: <http://bulletin.gwu.edu/universityregulations/#Incompletes>

### Differences in time Zone

**All the times referenced in this course correspond to the U.S. Eastern Time zone (e.g., Washington, DC).** It is your responsibility to convert these times to the time zone of your location so that you can meet this course's deadlines.

### Inclement Weather

Please note that online courses at the George Washington University will continue to be held even when the University is closed for inclement weather.

### GW Acceptable Use for Computing Systems and Services

All members of the George Washington University must read and comply with the Acceptable Use Policy when accessing and using computing systems and services, including email and Blackboard. Please read [the Acceptable Use Policy](#) to familiarize yourself with how GW information systems are to be used ethically.

### Academic Integrity

Academic dishonesty is defined as cheating of any kind, including misrepresenting one's own work, taking credit for the work of others without crediting them and without appropriate authorization, and the fabrication of information.

Please review GW's policy on academic integrity, located at <https://studentconduct.gwu.edu/code-academic-integrity>. All graded work must be completed in accordance with the George Washington University Code of Academic Integrity. For more information see [Academic Dishonesty Prevention](#).

### Sharing of Course Content

Unauthorized downloading, distributing, or sharing of any part of a recorded lecture or course materials, as well as using provided information for purposes other than the student's own learning may be deemed a violation of GW's Student Conduct Code.

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## Use of Student Work (FERPA)

The professor will use academic work that you complete during this semester for educational purposes in this course during this semester. Your registration and continued enrollment constitute your consent.

**Students are prohibited from recording/distributing any class activity** without permission from the instructor, except as necessary as part of approved accommodations for students with disabilities. **Any approved recordings may only be used for the student's own private use.**

## Copyright Policy Statement

Materials used in connection with this course may be subject to copyright protection under Title 17 of the United States Code. Under certain Fair Use circumstances specified by law, copies may be made for private study, scholarship, or research. Electronic copies should not be shared with unauthorized users. If a user fails to comply with Fair Use restrictions, he/she may be liable for copyright infringement. For more information, including Fair Use guidelines, see [Libraries and Academic Innovations Copyright page](#).

## Disability Support Services & Accessibility

If you may need disability accommodations based on the potential impact of a disability, please register with Disability Support Services (DSS) at [disabilitysupport.gwu.edu/registration](http://disabilitysupport.gwu.edu/registration). If you have questions about disability accommodations, contact DSS at 202-994-8250 or [dss@gwu.edu](mailto:dss@gwu.edu) or visit them in person in Rome Hall, Suite 102. For additional information see: [disabilitysupport.gwu.edu](http://disabilitysupport.gwu.edu)

For information about how the course technology is accessible to all learners, see the following resources:

[Blackboard accessibility](#)

[Kaltura \(video platform\) accessibility](#)

## Religious Observances

In accordance with University policy, students should notify faculty during the first week of the semester of their intention to be absent from class on their day(s) of religious observance. For details and policy, see: [registrar.gwu.edu/university-policies#holidays](http://registrar.gwu.edu/university-policies#holidays)

## Mental Health Services

The University's Mental Health Services offers 24/7 assistance and referral to address students' personal, social, career, and study skills problems. Services for students include: crisis and emergency mental health consultations confidential assessment, counseling services (individual and small group), and referrals. For additional information call 202-994-5300 or see: [counselingcenter.gwu.edu/](http://counselingcenter.gwu.edu/)

## Emergency Preparedness and Response Procedures

The University has asked all faculty to inform students of these procedures, prepared by the GW Office of Public Safety and Emergency Management in collaboration with the Office of the Executive Vice President for Academic Affairs.

### **To Report an Emergency or Suspicious Activity**

Call the University Police Department at 202-994-6111 (Foggy Bottom) or 202-242-6111 (Mount Vernon).

### **Shelter in Place – General Guidance**

Although it is unlikely that we will ever need to shelter in place, it is helpful to know what to do just in case. No matter where you are, the basic steps of shelter in place will generally remain the same.

- If you are inside, stay where you are unless the building you are in is affected. If it is affected, you should evacuate. If you are outdoors, proceed into the closest building or follow instructions from emergency personnel on the scene.
- Locate an interior room to shelter inside. If possible, it should be above ground level and have the fewest number of windows. If sheltering in a room with windows, move away from the windows. If there is a large group of people inside a particular building, several rooms may be necessary.
- Shut and lock all windows (for a tighter seal) and close exterior doors.
- Turn off air conditioners, heaters, and fans. Close vents to ventilation systems as you are able. (University staff will turn off ventilation systems as quickly as possible).
- Make a list of the people with you and ask someone to call the list in to UPD so they know where you are sheltering and who is with you. If only students are present, one of the students should call in the list.
- Await further instructions. If possible, visit [GW Campus Advisories](#) for incident updates or call the GW Information Line 202-994-5050.
- Make yourself comfortable and look after one other. You will get word as soon as it is safe to come out.

### **Evacuation**

An evacuation will be considered if the building we are in is affected or we must move to a location of greater safety. We will always evacuate if the fire alarm sounds. In the event of an evacuation, please gather your personal belongings quickly (purse, keys, GWorld card, etc.) and proceed to the nearest exit. Every classroom has a map at the door designating both the shortest egress and an alternate egress. Anyone who is physically unable to walk down the stairs should wait in the stairwell, behind the closed doors. Firemen will check the stairwells upon entering the building.

Once you have evacuated the building, proceed to our primary rendezvous location: the court yard area between the GW Hospital and Ross Hall. In the event that this location is unavailable, we will meet on the ground level of the Visitors Parking Garage (I Street entrance, at 22nd Street). From our rendezvous location, we will await instructions to re-enter the School.

## Alert DC

Alert DC provides free notification by e-mail or text message during an emergency. Visit [GW Campus Advisories](#) for a link and instructions on how to sign up for alerts pertaining to GW. If you receive an Alert DC notification during class, you are encouraged to share the information immediately.

## GW Alert

GW Alert provides popup notification to desktop and laptop computers during an emergency. In the event that we receive an alert to the computer in our classroom, we will follow the instructions given. You are also encouraged to download this application to your personal computer. Visit [GW Campus Advisories](#) to learn how.

## Additional Information

Additional information about emergency preparedness and response at GW or the University's operating status can be found on [GW Campus Advisories](#) or by calling the GW Information Line at 202-994-5050.