

## WRTG 3020: Writing in Global Justice (Service-Learning)

2016 fall term

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Find me in Skype's directory—search for levszentkiralyi.com—and add me to your contacts.

### Course Overview and Objectives

This interdisciplinary course teaches principles of academic writing by examining a host of contemporary problems of international politics, which challenge students to engage difficult texts in normative political theory. Students will explore the rights of migrants and refugees, global poverty and theories of distributive justice, moral culpability for the effects of climate change, individual and collective responsibility for perpetuating structural injustices, and humanitarian intervention and the ethical duty to prevent genocidal violence. Through course readings, independent research, and various writing assignments, students will critically evaluate diverse moral arguments in these different issue-areas, and will appraise proposed solutions to these prevailing injustices.

Further, this service-learning course will involve community service and what has been termed “community-based writing.” Students will volunteer with Intercambio de Comunidades, a Boulder-based humanitarian organization with national renown, which works with Latino/a immigrants in the Boulder area to overcome some of the challenges of integrating into their new communities. In having students apply lessons of rhetorical analysis learned in the classroom to real world states of affairs, complex ethical problems, and their personal experience working with local immigrants and Intercambio staff, this course strives to motivate students to think beyond themselves and their own interests, to appreciate the hardships others endure, and to develop a sense of civic responsibility toward victims of injustice.

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This writing course meets two sets of requirements here on the CU-Boulder campus.

The first set consists in the requirements established by the Colorado Commission on Higher Education for all third-level “Communication General Education ‘Guaranteed Transfer’” (CO-3) courses in the state. These CO-3 courses are designed to ensure that students understand “how to summarize, analyze, and synthesize the ideas of others” and “learn more sophisticated ways of communicating knowledge...in the context of a specific discipline” (par. 3). This is achieved by extending “rhetorical knowledge,” “writing processes [and] conventions,” and “comprehension of content knowledge at the advanced level” (par. 6).

The second set consists in the requirements established by the Program for Writing and Rhetoric (PWR), which is the home program for this course. These include your capacities to:

- **develop rhetorical knowledge**, analyzing and making informed choices about purposes, audiences, and context as you read and compose texts.
- **analyze texts in a variety of genres**, understanding how content, style, structure and format vary across a range of reading and writing situations.
- **refine and reflect on your writing process**, using multiple strategies to generate ideas, draft, revise, and edit your writing across a variety of genres.
- **develop information literacy**, making critical choices as you identify a specific research need, locate and evaluate information and sources, and draw connections among your own and others' ideas in your writing.
- **construct effective and ethical arguments**, using appropriate reasons and evidence to support your positions while responding to multiple points of view.
- **understand and apply language conventions rhetorically**, including grammar, spelling, punctuation and format. (PWR First Year Committee)

In light of these requirements, our writing course this semester will ask you to:

1. Develop rhetorical knowledge by reading and writing a range of Toulmin-style academic arguments—which will attend to a variety of rhetorical considerations (issues of context, audience, and purpose; appeals to ethos, pathos, and logos; genre conventions and considerations; etc.—while using effective evidence and providing appropriate analysis.
2. Develop an intimate understanding of writing processes and information literacy by drafting, revising, editing, and proofreading your own work; by reading and commenting upon the work of others; and by engaging in a number of lengthy research projects using primary and secondary source materials.
3. Understand and employ the conventions of “standard academic English” and clear prose style in your writing while exploring the potential social benefits and social costs of doing so.
4. Ask questions and make arguments about educational goals and values, both yours and others’.

To accomplish these goals, you will spend a great deal of time this semester working alone and in groups. You will also be required to meet with me for one-on-one conferences to discuss your paper assignments.

### **Required Textbooks**

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There are two required texts for this course:

- Simon Caney. *Justice Beyond Borders* (Oxford: Oxford University Press, 2005).
- Anthony Weston. *A Rulebook for Arguments*, 4th ed. (Indianapolis: Hackett Publishing, 2009).

All other required readings will be available on Desire2Learn (D2L) at <https://learn.colorado.edu/>.

### **University and Course Policies**

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**Patience:** Service-learning-oriented courses are shaped by the needs and expectations of the community partner with which the class works, and so can create unexpected problems to solve or work to complete that may disrupt our schedule of topics, assigned readings, and course assignments that is detailed below. Students are asked to be patient and flexible with inevitable changes in not only deadlines and readings, but also in the content of our community service.

**Behavior:** Be respectful of and considerate toward your classmates, and Intercambio students and staff. I am committed to establishing an atmosphere that fosters open, civil, and constructive lines of communication, and inappropriate or offensive conduct will neither be tolerated in the classroom nor in the Intercambio volunteer work environment. *If you feel uncomfortable at any time with any aspect of the class or volunteer work environment, I strongly encourage you to come discuss your concerns with me.*

**Attendance Policy:** While there is no formal attendance policy for this class, students are strongly encouraged to regularly attend class. In-class assignments cannot be made-up even if an absence is excused, whereas hard copies of homework and major writing assignments must be submitted in class. **In contrast, attendance at all service-learning activities is mandatory.**

**Punctuality Policy:** Persistent tardiness is unacceptable—both to class and service-learning activities outside of class. Please make an effort to arrive on time.

**Use of electronics:** Students are expected to turn **OFF** all electronic devices when entering the classroom, with the exception of personal computers—which are to be used only for course-related purposes.

- Students should regularly check their University e-mail accounts for class announcements and information. Students should also check our course page on D2L each day to confirm regular reading and homework assignments, to view paper assignments, and to view syllabus updates.
- Students must bring either paper or electronic copies of each course reading with you to class on the day that it is due. Computer problems, broken printers, empty toner cartridges, or other technology problems will not excuse you from completing your assigned work on time or from bringing required materials with you to class.

**Written Work and Due Dates:** Students must type all writing assignments using 12-point font, 1-inch margins, and MLA, APA, or Chicago citation style, and they must submit all assignments to D2L by the assigned dates and times.

- Late work will be penalized by a deduction of one full letter grade (10%) per day that it is late.

**Disability accommodations:** If you qualify for accommodations because of a disability, please submit a letter to me from Disability Support Services (DSS) in a timely manner so that your needs may be accommodated. DSS requires that disabilities be documented, and can be contacted at 303.492.8671 or at [dsinfo@colorado.edu](mailto:dsinfo@colorado.edu).

If you have a temporary medical condition or injury, see Temporary Injuries under Quick Links at Disability Services website (<http://disabilityservices.colorado.edu/>) and discuss your needs with me.

**Religious observances:** Campus policy requires that faculty make every effort to reasonably and fairly accommodate students who have scheduling conflicts because of religious observances. Students who need to reschedule exams or assignments should inform me as soon as possible.

**Addressing discrimination:** No discrimination or harassment will be tolerated in this class. If you believe you have been discriminated against, you are strongly encouraged to contact the Office of Discrimination and Harassment at 303.492.2127, or the Office of Student Conduct at 303.492.5550. Information about University policies and resources can be found at <http://hr.colorado.edu/dh/>.

**Honor code:** Students are responsible for knowing and adhering to the academic integrity policy of this institution. Violations may include cheating, plagiarism, aiding others in academic dishonesty, deception, fabrication, and etc. All incidents of academic misconduct will be reported to the Honor Code Council ([honor@colorado.edu](mailto:honor@colorado.edu); 303.735.2273). Students found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including, but not limited to, university probation, suspension, or expulsion). Further details can be found at <http://colorado.edu/policies/honor.html>, and at <http://honorcode.colorado.edu>.

**Plagiarism:** If students have *any* doubt about what constitutes plagiarism, it is their responsibility to ask *before* submitting work as their own.

Plagiarism is the act of using others' words and/or ideas without proper attribution, either intentionally or unintentionally. The *MLA Style Manual* (2nd edition) requires that

authors generously acknowledge their debts to predecessors by carefully giving credit to each source. Whenever you draw on another's work, you must specify what you borrowed—whether facts, opinions, or quotations—and where you borrowed it from. Using another person's ideas without acknowledging the source constitutes plagiarism (Gibaldi 151).

Intentional plagiarism will be strictly punished: a proven first offense will result in an automatic F for the final assignment grade, while a proven second offense will result in an automatic F for the course. Moreover, depending on the nature of the offense, engaging in plagiarism may result in further disciplinary action by the University. Consult the PWR or Campus Honor Code websites for more info.

Further Resources:

- Purdue Online Writing Lab: <https://owl.english.purdue.edu/owl/section/2/9/>
- <http://ucblibraries.colorado.edu/how/citationstyle.htm>
- <http://honorcode.colorado.edu/student-information>
- <http://colorado.edu/policies/honor.html>
- Joseph Gibaldi, *MLA Style Manual and Guide to Scholarly Publishing*, 2nd ed. (New York: Modern Language Association, 1999)

**The Writing Center:** Students should consider utilizing the Writing Center—a campus service offering free one-on-one feedback about academic writing—as a supplement to their learning in this course. (See <http://www.colorado.edu/pwr/writingcenter.html> for more information about the Center or to schedule an appointment.) Be warned, however, that the Center books up quickly, often up to one week in advance during peak times. Be sure to plan accordingly.

## **Course Requirements**

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The individual graded assignments are as follows. Specific information about each assignment will be provided as we move through the semester.

- **Reading Comprehension Quizzes** (20% of final course grade):
  - there will be a series of short (½ -page) in-class writing assignment over the course of the semester, which will test students on specifics from the assigned readings and/or will ask students to apply course material learned earlier in the week.
  - the lowest two quiz grades will be dropped.
  
- **Position Papers** (50% of final course grade):
  - four papers in total
  - each is 4-5 pages in length
  - students must submit a rough draft and revision
  - rough draft will be peer-reviewed
  
- **Community Service** (20% of final course grade):
  - participation in all service-learning activities is mandatory
  - community service will consist in the following:
    - (a) assisting with technology literacy workshops for Intercambio students
    - (b) editing Intercambio's English as a Second Language (ESL) teaching manuals
    - (c) revising Intercambio's website
    - (d) spearheading the creation of a mobile app for Intercambio (?)
  - the number of assigned readings and course assignments have been significantly reduced to accommodate the mandatory community-service and community-based writing students will complete this semester
  - students are expected to spend roughly three hours each week on their community service
  
- **Course Participation** (10% of final course grade):
  - This is a discussion-based course in which students are expected to be actively involved in class discussions and workshops, to thoroughly complete all readings and to come prepared to class to engage in critical discussion of the readings, and to complete all class assignments.
  - Arriving to class late, arriving unprepared to discuss the readings, neglecting to contribute substantively to our class discussions, demonstrating a lack of engagement, and failing to complete in-class and homework assignments will all result in deductions in your course participation grade.
  - **Examples of behavior that indicates to me your lack of engagement:** not taking notes; using cell phones during class; being generally disengaged (staring off into space, chatting with others, falling asleep, etc.); failing to make an effort to answer questions asked of you.
  - **Examples of behavior that indicates to me you are actively engagement:** taking detailed notes (not just writing down what's provided on the slides); being generally engaged (active listening, making eye contact, responding to comments other students may make, etc.); making an effort to answer questions directly asked of you.

**Final class grades will be based on the following scale:**

93 – 100% = A	87 – 89% = B+	77 – 79% = C+	67 – 69% = D+	< 60% = F
90 – 92% = A-	83 – 86% = B	73 – 76% = C	63 – 66% = D	
	80 – 82% = B-	70 – 72% = C-	60 – 62% = D-	

## Reading and Assignment Schedule—Last Revised on 10 September 2016

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Note: the assigned readings that follow are subject to revision.

Details about how course readings and assignments satisfy CCHE guidelines are provided below.

Note the shorthand for CCHE goals:

1: Rhetorical Knowledge, 2: Writing Processes, 3: Writing Conventions, 4: Content Knowledge

### Week 1: The Writing Process and Problems of Global Justice

**Guiding Questions:** What is writing and rhetoric? What is global justice? What can we learn about principles of good writing from the study of issues of global justice?

**Objectives:** Understand what the writing process consists in, what the aims of writing are, how to structure academic papers, what the study of global justice consists in, and how exploring normative issues of justice can improve student writing.

#### Monday, 22 August: Course Introduction

- “Truck of Corpses, New Shipwreck Intensify Europe's Migrant Crisis,” Reuters (2015)<sup>1</sup>
- In-class activity: “Learning Style Inventory” by Kolb (1993)<sup>1</sup>

<sup>1</sup> Purpose: preview course and outline expectations

#### Wednesday, 24 August: Introduction to Writing ▫ Introduction to Global Justice

- *Rulebook for Arguments*, Introduction and Chapter 1<sup>1</sup>
- “National Responsibility and Global Justice,” David Miller (2008)<sup>2</sup>

<sup>1</sup> Purpose: review components of academic arguments; CCHE Goals: 1, 2, 4

<sup>2</sup> Purpose: critically analyze reading; CCHE Goals: 1, 4

### Week 2: Academic and Normative Arguments

**Guiding Questions:** What makes an argument strong? What are ‘academic’ and ‘normative’ arguments? Are normative arguments simply expressions of our opinions (subjective value judgments)? What are some foundational arguments in support of restricting immigration? What are the strengths and weaknesses of these normative arguments?

**Objectives:** Recognize that there are various types of arguments, that strong academic arguments have certain key features, that arguments of global justice are grounded in value-laden claims of normative truth or value judgments. Apply principles of good argumentation in critically analyzing normative arguments in contemporary philosophical debates over immigration policies.

#### Monday, 29 August: Types of Arguments ▫ Global Justice as Normative Ethics

- *Justice Beyond Borders*, Chapter 2: Universalism<sup>1</sup>

<sup>1</sup> Purpose: critically analyze reading; CCHE Goals: 1, 4

#### Wednesday, 31 August: Academic Argumentation ▫ Immigration: Against Open Borders

- *Spheres of Justice*, Chapter 2: Membership, Michael Walzer (1983)<sup>1</sup>
- **Students receive directions for Position Paper 1<sup>2</sup>**

<sup>1</sup> Purpose: critically analyze reading; CCHE Goals: 1, 4

<sup>2</sup> Purpose: understand requirements of first major writing assignment; CCHE Goal 2

#### GROUP 1 MANDATORY SERVICE ACTIVITY WITH INTERCAMBIO

**THURSDAY, 1 SEPTEMBER** ▫ 6:45-8:00pm ▫ Fairview High School Cafeteria: 1515 Greenbriar Blvd.  
 Summer ESL Farewell ▫ 2 students help to create email accounts for Intercambio students  
 Site Contact: Maye Cordero, Boulder Program Manager (720-226-7269)

### Week 3: Applying Principles of Argumentation and the Peer-Review Process

**Guiding Questions:** How can we make the most of the peer-review process to improve our writing? What are some foundational arguments in support of restricting immigration? What are the strengths and weaknesses of these normative arguments?

**Objectives:** Apply principles of good argumentation in critically analyzing normative arguments in contemporary philosophical debates over immigration policies. Refine our ability to identify and correct problem areas in our writing.

#### Monday, 5 September: Labor Day—No Classes

No readings assigned.

#### Wednesday, 7 September: Analyzing Arguments ▪ Immigration: Against Open Borders

- “Birthright Citizenship and the Alien Citizen,” Mae Ngai (2007)<sup>1</sup>
- “Citizenship Without Consent,” Peter Schuck and Rogers Smith (1996)<sup>1</sup>
- **Position Paper 1 rough draft must be uploaded to D2L before class + hard copy due in class**
- In-class activity: peer-review workshop of Position Paper 1 rough draft<sup>2</sup>

<sup>1</sup> Purpose: critically analyze reading; CCHE Goals: 1, 3, 4

<sup>2</sup> Purpose: understand and practice peer feedback; CCHE Goal: 2

**GROUP 1 MANDATORY SERVICE ACTIVITY WITH INTERCAMBIO**  
**WEDNESDAY, 7 SEPTEMBER** ▪ 6:45-8:00pm ▪ Manhattan Middle School Cafeteria: 290 Manhattan Dr.  
 Fall ESL Orientation ▪ 2 students help to create email accounts for Intercambio students  
 Site Contact: Maye Cordero, Boulder Program Manager (720-226-7269)

### Week 4: Rhetorical Analysis and Migrant Rights

**Guiding Questions:** How does context in writing matter? What are some foundational arguments in support of the rights of migrants? What are the strengths and weaknesses of these normative arguments?

**Objectives:** Recognize that writing is context-dependent: authors have specific objectives, types of arguments have specific purposes, target audiences have specific expectations, and understanding any given ‘rhetorical situation’ is necessary for successful writing. Apply principles of good argumentation in critically analyzing normative arguments in contemporary debates over the rights of migrants.

#### Monday, 12 September: Rhetorical Analysis ▪ Immigration: Freedom of Movement

- *Rulebook for Arguments*, Appendices I and II<sup>1</sup>
- “The Rights of Irregular Immigrants,” Joseph Carens (2008)<sup>2</sup>

<sup>1</sup> Purpose: review rhetorical situations, rhetorical appeals, logical fallacies; CCHE Goals: 1, 2, 3, 4

<sup>2</sup> Purpose: critically analyze reading, understand notion of counterarguments; CCHE Goals: 1, 3, 4

**GROUP 1 MANDATORY SERVICE ACTIVITY WITH INTERCAMBIO**  
**TUESDAY, 13 SEPTEMBER** ▪ 6:45-8:00pm ▪ Location to be determined.  
 Fall ESL Orientation ▪ 2 students help to create email accounts for Intercambio students  
 Site Contact: Maye Cordero, Boulder Program Manager (720-226-7269)

#### Wednesday, 14 September: Analyzing Arguments ▪ Immigration: Freedom of Movement

- *Plyer v. Doe* Majority Opinion, Justice Brennan (1981)<sup>1</sup>
- *Hoffman v. National Labor Relations Board* Majority Opinion, Justice Rehnquist (2002)<sup>1</sup>
- **Position Paper 1 final draft must be uploaded to D2L before class + hard copy due in class<sup>2</sup>**

<sup>1</sup> Purpose: critically analyze reading; CCHE Goals: 1, 3, 4

<sup>2</sup> Purpose: complete first major writing assignment; CCHE Goals: 1, 2, 3, 4

### Week 5: Grammar Review and the Social Aims of Writing

**Guiding Questions:** How can political theory and writing help us to achieve social reform—that is, to achieve greater social justice? What are our obligations as informed and educated writers?

**Objectives:** Understand the broader aim of the study of normative political theory, and consider our civic responsibilities to the communities to which we belong to use our knowledge and writing skills to promote the welfare of the less fortunate and marginalized.

#### Monday, 19 September: Avoiding Plagiarism<sup>1</sup> ▪ Political Theory as a Vehicle for Reform

- *Rulebook for Arguments*, Chapters 2 and 5<sup>2</sup>
- “Political Philosophy as a Critical Activity,” James Tully (2002)<sup>3</sup>

<sup>1</sup> Purpose: review types of arguments and their purposes; CCHE Goals: 1, 2, 4

<sup>1</sup> Purpose: review summary, paraphrase, quotation, citation, and source information; CCHE Goals: 1, 3

<sup>2</sup> Purpose: critically analyze reading; CCHE Goals: 1, 4

#### Wednesday, 21 September: Grammar Workshop ▪ Writing as a Vehicle for Reform

- “White Guys Who Send my Uncle to Prison,” Ben Keubrich (2015)<sup>1</sup>
- In-class activity: grammar and style workshop<sup>2</sup>

<sup>1</sup> Purpose: critically analyze reading; CCHE Goals: 1, 4

<sup>2</sup> Purpose: rhetorical grammar, review punctuation and sentence components; CCHE Goal: 3

#### GROUP 2 MANDATORY SERVICE ACTIVITY WITH INTERCAMBIO

**THURSDAY, 22 SEPTEMBER** ▪ 5:15-7:30pm ▪ Manhattan Middle School: 290 Manhattan Dr.  
Computer Class #1 ▪ Each student helps (3) Intercambio students work through lesson  
Site Contact: Maye Cordero, Boulder Program Manager (720-226-7269)

### Week 6: The Revision Process and Distributive Justice

**Guiding Questions:** Understand that writing is a cyclical process that entails consistent and substantive revision of earlier drafts, and that successful revision requires critical reflection on the content and purpose of one’s writing and on the rhetorical situation. What are some foundational arguments for and against the legitimacy of status quo global distributions of wealth and resources? What are the strengths and weaknesses of these normative arguments?

**Objectives:** Understand that writing is a cyclical process that entails consistent and substantive revision of earlier drafts, and that successful revision requires critical reflection on the content and purpose of one’s writing and on the rhetorical situation. Apply principles of good argumentation in critically analyzing normative arguments in contemporary philosophical debates over distributive justice.

#### Monday, 26 September: Revision Process ▪ Global Resource Redistribution

- *The Practical Tutor*, Chapter 2, Emily Meyer and Louise Smith (1987)<sup>1</sup>
- *Justice Beyond Borders*, Chapter 4: Distributive Justice<sup>2</sup>
- **Students receive directions for Position Paper 2**<sup>3</sup>

<sup>1</sup> Purpose: discuss writing as a process and common difficulties novice writers have; CCHE Goals: 1, 4

<sup>2</sup> Purpose: critically analyze readings; CCHE Goals: 1, 4

<sup>3</sup> Purpose: understand requirements of second major writing assignment; CCHE Goal: 2

#### Wednesday, 28 September: Argumentative Essays ▪ Distributive Justice

- *Rulebook for Arguments*, Chapter 8<sup>1</sup>
- *Justice and Politics of Difference*, Chapter 1, Iris Marion Young (1991)<sup>2</sup>

<sup>1</sup> Purpose: review principles of effective argumentation; CCHE Goals: 1, 2, 4

<sup>2</sup> Purpose: critically analyze readings; CCHE Goals: 1, 4

#### GROUP 3 MANDATORY SERVICE ACTIVITY WITH INTERCAMBIO

**THURSDAY, 29 SEPTEMBER** ▪ 5:15-7:30pm ▪ Manhattan Middle School: 290 Manhattan Dr.  
Computer Class #2 ▪ Each student helps (3) Intercambio students work through lesson  
Site Contact: Maye Cordero, Boulder Program Manager (720-226-7269)

## Week 7: Counterarguments and Distributive Justice

### **GROUPS 2 & 3 MUST SPEND 3 HOURS THIS WEEK OUTSIDE OF CLASS ON SERVICE PROJECTS**

**Guiding Questions:** What is a counterargument and why does the academic argument require that we take possible counterarguments seriously? What are some foundational arguments for and against the legitimacy of status quo global distributions of wealth and resources? What are the strengths and weaknesses of these arguments?

**Objectives:** Understand that the strength of an argument depends on considering plausible alternative accounts and thoughtfully explaining why they are wrong. Apply principles of good argumentation in critically analyzing normative arguments in contemporary philosophical debates over distributive justice.

#### **Monday, October 3: Comparative Arguments ▪ A Case For Resource Redistribution**

- *Rulebook for Arguments*, Chapters 3 and 6<sup>1</sup>
- “Famine, Affluence, and Morality,” Peter Singer (1972)<sup>2</sup>

<sup>1</sup> Purpose: review types of arguments and their purposes; CCHE Goals: 1, 2, 4

<sup>2</sup> Purpose: critically analyze readings, emphasis on counterarguments; CCHE Goals: 1, 2, 4

#### **Wednesday, October 5: Comparative Arguments ▪ A Case Against Resource Redistribution**

- “Lifeboat Ethics: The Case Against Helping the Poor,” Garrett Hardin (1974)<sup>1</sup>

<sup>1</sup> Purpose: critically analyze readings, emphasis on counterarguments; CCHE Goals: 1, 2, 4

**GROUP 1 MANDATORY SERVICE ACTIVITY WITH INTERCAMBIO**  
**THURSDAY, 6 OCTOBER** ▪ 5:15-7:30pm ▪ Manhattan Middle School: 290 Manhattan Dr.  
 Computer Class #3 ▪ Each student helps (3) Intercambio students work through lesson  
 Site Contact: Maye Cordero, Boulder Program Manager (720-226-7269)

## Week 8: The Research Processes and Environmental Justice

### **GROUPS 1 & 3 MUST SPEND 3 HOURS THIS WEEK OUTSIDE OF CLASS ON SERVICE PROJECTS**

**Guiding Questions:** How do we locate and evaluate scholarly sources, and how do we make the best use of our sources? What are some foundational arguments for fairly distributing the costs of global climate change? What are the strengths and weaknesses of these normative arguments?

**Objectives:** Recognize that the strength of an argument depends on finding and effectively utilizing external sources, and that sources can serve various purposes in the academic arguments we write. Apply principles of good argumentation in critically analyzing normative arguments in contemporary philosophical debates over climate justice.

#### **Monday, 10 October: Information Literacy<sup>1</sup> ▪ Evaluating Sources**

- *Rulebook for Arguments*, chapter 4<sup>2</sup>
- **Position Paper 2 rough draft must be uploaded to D2L before class + hard copy due in class**
- In-class activity: peer-review workshop of Position Paper 2 rough draft<sup>3</sup>

<sup>1</sup> Purpose: understand how to effectively locate, evaluate, and incorporate sources; CCHE Goal: 2

<sup>2</sup> Purpose: critically analyze reading; CCHE Goals: 1, 4

<sup>3</sup> Purpose: engage in peer review; CCHE Goal: 2

#### **Wednesday, 12 October: Analyzing Arguments ▪ Responsibility for Global Climate Change**

- “Global Climate Justice, Historic Emissions, and Excusable Ignorance,” Derek Bell (2011)<sup>1</sup>

<sup>1</sup> Purpose: critically analyze reading; CCHE Goals: 1, 4

**GROUP 2 MANDATORY SERVICE ACTIVITY WITH INTERCAMBIO**  
**THURSDAY, 13 OCTOBER** ▪ 5:15-7:30pm ▪ Manhattan Middle School: 290 Manhattan Dr.  
 Computer Class #4 ▪ Each student helps (3) Intercambio students work through lesson  
 Site Contact: Maye Cordero, Boulder Program Manager (720-226-7269)



## Week 9: The Research Process and Environmental Justice Continued

### **GROUPS 1 & 2 MUST SPEND 3 HOURS THIS WEEK OUTSIDE OF CLASS ON SERVICE PROJECTS**

**Guiding Questions:** What resources are available to us and how do we effectively navigate these databases? What are some foundational arguments for fairly distributing the costs of global climate change? What are the strengths and weaknesses of these normative arguments?

**Objectives:** Learn how to effectively utilize research databases. Apply principles of good argumentation in critically analyzing normative arguments in contemporary philosophical debates over climate justice.

#### **Monday, 17 October: Research Databases<sup>1</sup> ▪ Protections Against Effects of Climate Change**

- “Human Rights, Climate Change, and the Trillionth Ton,” Henry Shue (2011)<sup>2</sup>
- **Position Paper 2 final draft must be uploaded to D2L before class + hard copy due in class<sup>3</sup>**

<sup>1</sup> Purpose: understand how to effectively locate and use sources; CCHE Goals: 1, 2

<sup>2</sup> Purpose: critically analyze reading; CCHE Goal: 1, 4

<sup>3</sup> Purpose: complete second major writing assignment; CCHE Goals: 1, 2, 3, 4

#### **Wednesday, 19 October: Bi-Weekly Service Project Workshop 1**

- No readings assigned.
- In-class activities: groups work on service projects and present samples of their progress for feedback

**GROUP 3 MANDATORY SERVICE ACTIVITY WITH INTERCAMBIO**  
**THURSDAY, 20 OCTOBER** ▪ 5:15-7:30pm ▪ Manhattan Middle School: 290 Manhattan Dr.  
 Computer Class #5 ▪ Each student helps (3) Intercambio students work through lesson  
 Site Contact: Maye Cordero, Boulder Program Manager (720-226-7269)

## Week 10: Extended Arguments and Social Responsibility for Injustices

### **GROUPS 2 & 3 MUST SPEND 3 HOURS THIS WEEK OUTSIDE OF CLASS ON SERVICE PROJECTS**

**Guiding Questions:** How does the length of a writing assignment alter the research and writing processes? What are some foundational arguments for our moral obligations to redress existing social injustices and to prevent future injustices? What are the strengths and weaknesses of these arguments?

**Objectives:** Understand how to write longer, well-rounded academic arguments. Apply principles of good argumentation in critically analyzing normative arguments in contemporary philosophical debates over assigning moral responsibility for benefiting from and helping to perpetuate social injustices.

#### **Monday, 24 October: Extended Arguments ▪ Social Responsibility**

- *Rulebook for Arguments*, chapter 7<sup>1</sup>
- “Human Rights and Duties to Alleviate Environmental Injustice,” Schrader-Frechette (2007)<sup>2</sup>
- **Students receive directions for Position Paper 3<sup>3</sup>**

<sup>1</sup> Purpose: review components of the rhetorical situation; CCHE Goals: 1, 3, 4

<sup>2</sup> Purpose: critically analyze reading; CCHE Goals: 1, 4

<sup>3</sup> Purpose: understand requirements of third major writing assignment; CCHE Goal: 2

#### **Wednesday, 26 October: Analyzing Arguments ▪ Social Responsibility**

- “Responsibility and Global Labor Justice,” Iris Marion Young (2004)<sup>1</sup>

<sup>1</sup> Purpose: critically analyze reading; CCHE Goals: 1, 4

**GROUP 1 MANDATORY SERVICE ACTIVITY WITH INTERCAMBIO**  
**THURSDAY, 27 OCTOBER** ▪ 5:15-7:30pm ▪ Manhattan Middle School: 290 Manhattan Dr.  
 Computer Class #6 ▪ Each student helps (3) Intercambio students work through lesson  
 Site Contact: Maye Cordero, Boulder Program Manager (720-226-7269)

## Week 11: Revision Process Revisited and Humanitarian Intervention

### **GROUPS 1 & 3 MUST SPEND 3 HOURS THIS WEEK OUTSIDE OF CLASS ON SERVICE PROJECTS**

**Guiding Questions:** How can we make the most of the peer-review process to improve our writing? What are some foundational arguments for and against permitting military intervention to prevent violence against innocent civilians? What are the strengths and weaknesses of these normative arguments?

**Objectives:** Refine our ability to identify and correct problem areas in our writing. Apply principles of good argumentation in critically analyzing normative arguments in contemporary philosophical debates over the necessary conditions for morally justified military intervention.

#### **Monday, 31 October: Revision Strategies ▪ Justified Humanitarian Intervention**

- “Revision Strategies of Student Writers and Experienced Adult Writers,” Nancy Sommers (1980)<sup>1</sup>
- *Justice Beyond Borders*, Chapter 7: Humanitarian Intervention<sup>2</sup>
- **Position Paper 3 rough draft must be uploaded to D2L before class + hard copy due in class**
- In class activity: peer-review workshop of Position Paper 3 rough draft<sup>3</sup>

<sup>1</sup> Purpose: understand that writing is a cyclical and critically self-reflective process; CCHE Goals: 2, 4

<sup>2</sup> Purpose: critically analyze reading; CCHE Goals: 1, 4

<sup>3</sup> Purpose: engage in peer review; CCHE Goals: 1, 2, 4

#### **Wednesday, 2 November: Bi-Weekly Service Project Workshop 2**

- No readings assigned.
- In-class activities: groups work on service projects and present samples of their progress for feedback

**GROUP 2 MANDATORY SERVICE ACTIVITY WITH INTERCAMBIO**  
**THURSDAY, 3 NOVEMBER** ▪ 5:15-7:30pm ▪ Manhattan Middle School: 290 Manhattan Dr.  
 Computer Class #7 ▪ Each student helps (3) Intercambio students work through lesson  
 Site Contact: Maye Cordero, Boulder Program Manager (720-226-7269)

## Week 12: Conventions of Academic Writing and Humanitarian Intervention

### **GROUPS 1 & 2 MUST SPEND 3 HOURS THIS WEEK OUTSIDE OF CLASS ON SERVICE PROJECTS**

**Guiding Questions:** How can we as writers successfully appeal to an academic target audience? What are some foundational arguments for and against permitting military intervention to prevent violence against innocent civilians? What are the strengths and weaknesses of these normative arguments?

**Objectives:** Refine our abilities identify and apply the conventions of academic writing. Apply principles of good argumentation in critically analyzing normative arguments in contemporary philosophical debates over the necessary conditions for morally justified external military intervention.

#### **Monday, 7 November: Academic Audiences ▪ Justified Humanitarian Intervention**

- “Teaching the Conventions of Academic Discourse,” Teresa Thonney (2011)<sup>1</sup>
- *Just and Unjust Wars*, Michael Walzer (1977): pp.86-95 and 101-8<sup>2</sup>
- **Position Paper 3 final draft must be uploaded to D2L before class + hard copy due in class<sup>3</sup>**

<sup>1</sup> Purpose: understand general and discipline-specific standards of good writing; CCHE Goals: 1, 3, 4

<sup>2</sup> Purpose: critically analyze reading; CCHE Goals: 1, 4

<sup>3</sup> Purpose: complete third major writing assignment; CCHE Goals: 1, 2, 3, 4

### Week 12 continued...

#### Wednesday, 9 November: Analyzing Arguments ▪ Unexpected Outcomes of Intervention

- “Moral Hazard of Humanitarian Intervention,” Alan Kuperman (2008)<sup>1</sup>

<sup>1</sup> Purpose: critically analyze reading; CCHE Goals: 1, 4

#### EXTRA CREDIT SERVICE ACTIVITY WITH INTERCAMBIO

**WEDNESDAY, 9 NOVEMBER** ▪ 6:45-8:00pm ▪ Manhattan Middle School Cafeteria: 290 Manhattan Dr.  
Fall ESL Farewell ▪ 2 students help to create email accounts for Intercambio students  
Site Contact: Maye Cordero, Boulder Program Manager (720-226-7269)

#### GROUP 3 MANDATORY SERVICE ACTIVITY WITH INTERCAMBIO

**THURSDAY, 10 NOVEMBER** ▪ 5:15-7:30pm ▪ Manhattan Middle School: 290 Manhattan Dr.  
Computer Class #8 ▪ Each student helps (3) Intercambio students work through lesson  
Site Contact: Maye Cordero, Boulder Program Manager (720-226-7269)

### Week 13: Humanitarian Intervention

#### **GROUPS 1 & 2 MUST SPEND 3 HOURS THIS WEEK OUTSIDE OF CLASS ON SERVICE PROJECTS**

**Guiding Questions:** What are some foundational arguments for and against permitting external military intervention to prevent violence against innocent civilians? What are the strengths and weaknesses of these normative arguments?

**Objectives:** Apply principles of good argumentation in critically analyzing normative arguments in contemporary philosophical debates over the necessary conditions for justified intervention.

#### Monday, 14 November: Analyzing Arguments ▪ Wartime Violence Against Women

- “Rape, Genocide, and Women's Human Rights,” Catharine MacKinnon (1994)<sup>1</sup>
- **Students receive directions for Position Paper 4<sup>2</sup>**

<sup>1</sup> Purpose: critically analyze reading; CCHE Goals: 1, 4

<sup>2</sup> Purpose: understand requirements of fourth major writing assignment; CCHE Goal: 2

#### Wednesday, 16 November: Bi-Weekly Service Project Workshop 3

- No readings assigned.
- In-class activities: groups work on service projects and present samples of their progress for feedback

#### EXTRA CREDIT SERVICE ACTIVITY WITH INTERCAMBIO

**THURSDAY, 17 NOVEMBER** ▪ 6:45-8:00pm ▪ Location to be determined.  
Fall ESL Farewell ▪ 2 students help to create email accounts for Intercambio students  
Site Contact: Maye Cordero, Boulder Program Manager (720-226-7269)

**NOTE: IF STUDENTS HAVE NOT YET COMPLETED THE INTERVIEW, ATTENDANCE IS MANDATORY.**

### Week 14: Fall Break—No Classes

#### Tuesday, 21 November and Wednesday, 23 November

No readings assigned.

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### Week 15: Eliminating Violence and Injustice

#### **ALL GROUPS MUST SPEND 3 HOURS THIS WEEK OUTSIDE OF CLASS ON SERVICE PROJECTS**

**Guiding Questions:** What are some foundational arguments for believing that democracy can eliminate global violence and injustice? What are the strengths and weaknesses of these normative arguments?

**Objectives:** Apply principles of good argumentation in critically analyzing normative arguments in contemporary philosophical debates over the promise of democracy.

#### **Monday, 28 November: Analyzing Arguments ▪ Promise of Democracy?**

- *Inclusion and Democracy*, Chapter 1, Iris Marion Young (2000)<sup>1</sup>
- **Position Paper 4 rough draft must be uploaded to D2L before class + hard copy due in class**
- In class activity: peer-review workshop of Position Paper 4 rough draft<sup>2</sup>

<sup>1</sup> Purpose: critically analyze reading; CCHE Goals: 1, 4

<sup>2</sup> Purpose: engage in peer review; CCHE Goals: 1, 2, 4

#### **Wednesday, 30 November: Bi-Weekly Service Project Workshop 4**

- No readings assigned.
- In-class activities: groups work on service projects and present samples of their progress for feedback

### Week 16: Eliminating Violence and Injustice Continued

#### **ALL GROUPS MUST FINALIZE THEIR WORK ON THEIR SERVICE PROJECTS**

**Guiding Questions:** What are some foundational arguments for believing that democracy can eliminate global violence and injustice? What are the strengths and weaknesses of these normative arguments?

**Objectives:** Apply principles of good argumentation in critically analyzing normative arguments in contemporary philosophical debates over the promise of democracy.

#### **Monday, 5 December: Analyzing Arguments ▪ Promise of Democracy?**

- *Why Deliberative Democracy?*, Chapter 1, Amy Gutmann and Dennis Thompson (2004)<sup>1</sup>

<sup>1</sup> Purpose: critically analyze reading; CCHE Goals: 1, 4

#### **Wednesday, 7 December: Service Project Presentations for Intercambio**

No readings assigned.

### Finals Week

#### **Wednesday, 14 December: There is no final exam scheduled for our class**

- **Position Paper 4 final draft must be uploaded to D2L by 4:30pm<sup>1</sup>**

<sup>1</sup> Purpose: complete fourth major writing assignment; CCHE Goals: 1, 2, 3, 4