

## WRTG 3020: Writing in Global Justice (Online)

2016 summer term

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Office location: ENVD 1B62C

Office hours: Tuesdays, 10am-2pm

Options for office hours:

**In-Person:** students should feel free to stop by my CU campus office in ENVD to chat in-person.

**Email:** During office hours, I will be logged in to my email account and will promptly reply to emails.

Outside of regular office hours, I will strive to respond to emails within 24 hours.

**Internet Calls:** students may also find me on Skype and we can have an (audio or video) internet call.

[Download Skype software here.](#) [Create a Skype account here.](#)

Search the directory 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, public health risks and environmental racism, and individual and collective responsibility for perpetuating structural injustices, 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. In having students apply lessons of rhetorical analysis learned in the classroom to real world states of affairs and complex ethical problems, 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 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 essay assignments.

### **Required Textbooks**

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There is only one required text for this course: Simon Caney. *Justice Beyond Borders: A Global Political Theory* (Oxford: Oxford University Press, 2005).

All other required readings will be available on our D2L course site at <http://learn.colorado.edu>.

### **University and Course Policies**

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**Written Work and Due Dates:** Students must type all writing assignments using 12-point font, using either MLA or APA citation style, and 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.

**Online Class Behavior:** be respectful of and considerate toward your classmates. I am committed to establishing an atmosphere that fosters open, civil, and constructive lines of communication, and inappropriate or offensive conduct will not be tolerated. *If you feel uncomfortable at any time with any aspect of the online class environment, I strongly encourage you to come discuss your concerns with me.*

**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

[S]cholarly 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 1999: 151).

The *Manual* gives further useful insight into plagiarism:

[Y]ou must document everything that you borrow: not only direct quotations and paraphrases but also information and ideas. Of course, common sense as well as ethics determines what you document. For example, you rarely need to give sources for familiar proverbs ("You can't judge a book by its cover"), well-known quotations ("We shall overcome"), or common knowledge ("Shakespeare was born during the Elizabethan Age"). But you must indicate the source of any appropriated material that readers might otherwise mistake for yours (Gibaldi: 1999 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 Campus Honor Code website for more information: <http://honorcode.colorado.edu/student-information>.

**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 directions about each writing assignment will be provided on D2L as we move through the semester.

### **Weekly Reading Comprehension Quizzes** (20% of final course grade):

- During weeks 1-4, students will be required to complete a writing-intensive quiz (roughly 1 single-spaced page), which will test students on specifics from the assigned readings and will ask them to apply the course material from the week.
- Quizzes will be available on D2L throughout the week and can be completed at one's convenience, but must be submitted no later than Sunday at midnight.

**Blog Posts** (10% of final grade): Students are required to write responses to **two** specific question prompts that I will post on [our \(external\) class discussion board](#), which will pertain to the subject matter assigned for the week.

- Blog posts are due on Fridays at midnight.
- To access our password-protected discussion board, enter **wrtg3020** when prompted.
- Unexcused late submissions—*regardless of the reason*—will be penalized 50% per day. This is to ensure that students who must submit a blog post critique have adequate time to meet their own deadline.
- **Review the detailed instructions below (pp. 5-6) about these blog post assignments.**

**Blog Post Critiques** (10% of final grade): Students are required to write **two** critiques of their fellow classmates' blog posts.

- Critiques are due on Sundays at midnight.
- To access our password-protected discussion board, enter **wrtg3020** when prompted.
- Unexcused late submissions—*regardless of the reason*—will be penalized 50% per day.
- **Review the detailed instructions below (pp. 5-6) about these blog post assignments.**

**Literature Review for Research Paper** (20% of final course grade):

- 8-10 doubled-spaced pages in length.
- Students must submit both a rough draft and substantively revised final draft.
- The rough draft will be peer-reviewed.

**Research Paper** (40% of final course grade):

- 15-18 double-spaced pages in length.
- Students must submit both a rough draft and substantively revised final draft.
- The rough draft will be peer-reviewed.
- An individual conference with me to discuss rough draft is mandatory.

**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-	

## Detailed Blog Post and Blog Post Critique Instructions

### How the blog postings will work week-to-week:

- (1) At the start of each week, I will post a specific question prompt on [our \(external\) class discussion board](#) regarding the subject matter assigned for the week.
- (2) Each week, one group will be assigned to respond directly to this prompt, satisfying all the requirements (a-c) described below.  
**These blog posts must be posted by midnight on Fridays.**
- (3) Conversely, a second group will be assigned to critique the blog posts of their classmates.  
**These critiques must be posted by midnight on Sundays.**
- (4) Critiques must *still* satisfy all of the specific requirements (a-c) described below, but **students must take a position in support of or in opposition to the argument made by the classmate to whom they choose to respond.**

Whether the critique supports or opposes the argument that one's classmate makes, students must justify/defend why they agree or disagree *with their classmate's argument.*

### Specific requirements of blog post and critique assignments:

- (a) Each blog entry must be *at least* 300 words, and *no more than* 500 words.
- (b) These responses should be treated as brief position papers: students must take a side on the issue, and must clearly articulate and justify an argument.
  - **Students should understand that they will earn no points for merely expressing opinions: the aim here is to make informed and defensible, thesis-driven and evidence-based arguments.**
  - Think of your task here as convincing your fellow classmates that *your* perspective on the issue is the correct one—by providing reasons and evidence to support the truth of your central claim.
- (c) This will require students to support their arguments with sufficient evidence.
  - In other words, **you need to support your position by citing at least two reputable news articles or academic (peer-reviewed) journal articles.**
  - Reputable news sources include, but are not limited to, Reuters, Foreign Policy, The Economist, BBC News, Associated Press, New York Times, and Washington Post.
  - Peer-reviewed academic journals include, but are not limited to, *Foreign Affairs*, *International Organization*, *International Security*, *International Studies Quarterly*, and *World Politics*.
  - These **two** sources *cannot* include what is assigned to read for class, but **students are encouraged to also draw on course materials in making their arguments.**

### A note on citing your sources:

- In-text, parenthetical citations should include the last name(s) of the author(s) and the specific page number(s) from which a quote, paraphrase, or summary is drawn.
- For instance: (Smith, 15) or (Smith 2012: 15) or (Smith and Jones 2014: 67-8).
- All quotes, paraphrases, and summaries must be appropriately cited. As a general rule of thumb, if you're borrowing any idea from an author—even if you put it into your own words—a citation is necessary.
- For questions about citing sources, visit [Norlin Library's help page](#), [Purdue University's Online Writing Lab](#), or speak with me. It is your responsibility to know the rules of proper citation and what constitutes plagiarism.

## Detailed Blog Post and Blog Post Critique Instructions continued

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### GRADING RUBRIC FOR BLOG POSTS AND CRITIQUES

**Descriptive and unique title (10%):** this is a caption, like in newspaper articles, which should concisely capture the main idea of your argument.

E.g., if arguing for strict admission quotas of Syrian refugees: “No One Country Should Carry the Burden of the Syrian Crisis;” or if arguing that our system of wage labor systematically disadvantages the poor: “The Minimum Wage Must Be a Fair Wage.”

**Argument (30%):** you must construct a convincing argument in support of your position—what is the substance of your claim, and why is your perspective on the issue the correct one?

**Evidence (30%):** while you are encouraged to draw on assigned course readings to justify your argument, **you must also cite at least two reputable external sources to support your argument**—news articles, academic journal articles, etcetera, which were not assigned to read for class.

**In-text citations** must include the author’s last name and specific page numbers from which you draw a quote, paraphrase, or summary. E.g., (Brown, 22-3).

**Counterargument (15%):** you must discuss *at least* one objection to your thesis—one possible weakness or problem with your thesis; one reason why your argument might be wrong.

**Proper length (10%):** responses must be a *minimum* of 300 words and *no more* than 500 words.

**Works Cited (5%):** at the end of your response, you must include the full citations of your external sources (MLA, APA, or Chicago style)—these do not count toward the required word limit.

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### BLOG POST GROUPS

*Note: These groupings are subject to change, as students add/drop, finalizing their class schedules.*

<u>Group 1 (A-P)</u>	<u>Group 2 (R-Z)</u>
McKenna A.	Wyatt R.
Sarah A.	Matthew S.
Christopher C.	Emma S.
Briana C.	Claudia S.
Abigail D.	Courtney S.
Chandler G.	Brecca T.
Yihan M.	Sam V.
John P.	Misha Z.
Marina P.	

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### ASSIGNMENT DUE DATES

<u>Group 1 (A-P)</u>	<u>Group 2 (R-Z)</u>
<i>blog post 1 due:</i> Fri. 3 Jun.	<i>critique 1 due:</i> Sun. 5 Jun.
<i>critique 1 due:</i> Sun. 12 Jun.	<i>blog post 1 due:</i> Fri. 10 Jun.
<i>blog post 2 due:</i> Fri. 17 Jun.	<i>critique 2 due:</i> Sun. 19 Jun.
<i>critique 2 due:</i> Sun. 26 Jun.	<i>blog post 2 due:</i> Fri. 24 Jun.

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## Reading and Assignment Schedule

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 Assigned Readings

#### Features of the Academic Argument, and Introduction to Global Justice

- (D2L) Reuters, “Truck of Corpses, New Shipwreck Intensify Europe’s Migrant Crisis” (27 Aug 2015)<sup>1</sup>
- (D2L) Program for Writing and Rhetoric, *Knowing Words* excerpt (chapter 6)<sup>2</sup>
- (D2L) Nagel, “The Problem of Global Justice” (2005)<sup>3</sup>

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

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

<sup>3</sup> Purpose: apply principles of good argumentation by critically analyzing reading; CCHE Goals: 2-4

#### The Traditional Research Paper, and Global Justice as Normative Ethics

- (D2L) Baglione, “[...] Teaching Research-Paper Writing by Unpacking the Paper” (2008)<sup>1</sup>
- (D2L) Shafer-Landau, “Ethical Subjectivism,” in *Reason and Responsibility* (2008)<sup>2</sup>
- Caney, *Justice Beyond Borders*, Chapter 2: Universalism<sup>3</sup>

<sup>1</sup> Purpose: review how to structure academic papers and arguments; CCHE Goals: 2-4

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

<sup>3</sup> Purpose: critically analyze reading, identify good/bad principles of writing; CCHE Goals: 1, 3, 4

### Week 1 Assignments and Deadlines

- **Blog post #1**<sup>1</sup>
  - Group 1: response must be posted by Friday, 3 June at midnight**
  - Group 2: critique must be posted by Sunday, 5 June at midnight**
- **Quiz #1 must be completed by Sunday, 5 June at midnight**<sup>2</sup>
- **Start thinking about a topic for your research paper: topic proposal due next Friday, 10 June**

<sup>1</sup> Purpose: complete first short writing assignment; CCHE Goals: 1-4

<sup>2</sup> Purpose: complete second short writing assignment; CCHE Goals: 1-4

### Week 2 Assigned Readings

#### Constructing a Literature Review, and Arguments for Stricter Immigration Policies

- (D2L) Knopf, “Doing a Literature Review” (2006)<sup>1</sup>
- (D2L) Walzer, *Spheres of Justice*, Chapter 2: Membership (1983)<sup>2</sup>
- (D2L) Justice Burger, *Plyer v. Doe* Dissenting Opinion (1981)<sup>2</sup>
- (D2L) Justice Breyer, *Hoffman v. National Labor Relations Board* Dissenting Opinion (2002)<sup>2</sup>
- (D2L) NPR Podcast, “Line for Legal Immigration is Already About 4 Million People Long” (21 Feb 2013)

<sup>1</sup> Purpose: understand elements of literature review and how to synthesize research; CCHE Goals: 2-4

<sup>2</sup> Purpose: critically analyze reading, identify good/bad principles of writing; CCHE Goals: 1, 3, 4

#### Information Literacy, and Arguments for More Lenient Immigration Policies

- (D2L) Handout on navigating research databases and finding and evaluating scholarly sources<sup>1</sup>
- (D2L) Hosier, “Teaching Information Literacy Through Un-Research” (2015)<sup>2</sup>
- (D2L) Carens, “The Rights of Irregular Immigrants” (2008)<sup>3</sup>
- (D2L) Justice Brennan, *Plyer v. Doe* Majority Opinion (1981)<sup>3</sup>
- (D2L) Justice Rehnquist, *Hoffman v. National Labor Relations Board* Majority Opinion (2002)<sup>3</sup>

<sup>1</sup> Purpose: review library and online research databases and how to evaluate sources; CCHE Goal: 2

<sup>2</sup> Purpose: learn value of articulating one’s argument before reviewing literature; CCHE Goals: 1, 2, 4

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

*Week 2 Assignments and Deadlines*

- **Blog post #2**<sup>1</sup>
  - Group 2:** response must be posted by Friday, 10 June at midnight
  - Group 1:** critique must be posted by Sunday, 12 June at midnight
- **Research paper topic proposal** must be uploaded to D2L by Friday, 10 June at midnight<sup>2</sup>
- **Quiz #2** must be completed by Sunday, 12 June at midnight<sup>3</sup>
- Carefully review directions for the literature review: rough draft due next Wednesday, 15 June<sup>4</sup>
- Review directions for **extra credit** pre-research writing assignment: due next Monday, 13 June

<sup>1</sup> Purpose: complete third short writing assignment; CCHE Goals: 1-4

<sup>2</sup> Purpose: complete fourth short writing assignment, begin scaffolding research paper; CCHE Goals: 1-4

<sup>3</sup> Purpose: complete fifth short writing assignment; CCHE Goals: 1-4

<sup>4</sup> Purpose: understand requirements of first major writing assignment; CCHE Goal: 2

*Week 3 Assigned Readings*

**Refining the Revision Process, and (Atomistic) Human Rights**

- (D2L) Meyer and Smith, *The Practical Tutor*, Chapter 2<sup>1</sup>
- (D2L) Sommers, "Revision Strategies of Student Writers and Experienced Adult Writers" (1980)
- Caney, *Justice Beyond Borders*, Chapter 3: Civil and Political Justice<sup>2</sup>
- (D2L) Taylor, "Atomism," in *Philosophy and the Human Sciences* (1985)<sup>2</sup>

<sup>1</sup> Purpose: discuss writing as a cyclical process of critical and substantive revisions; CCHE Goals: 1, 2, 4

<sup>2</sup> Purpose: critically analyze reading, identify good/bad principles of writing; CCHE Goals: 1, 3, 4

**Knowing Your Audience to Write with Authority, and Problems of Distributive Justice**

- (D2L) Bartholomae, "Inventing the University" (1985)<sup>1</sup>
- Caney, *Justice Beyond Borders*, Chapter 4: Distributive Justice<sup>2</sup>
- (D2L) Young, *Justice and Politics of Difference*, Chapter 1 (1991)<sup>2</sup>

<sup>1</sup> Purpose: discuss how writing requires engaging particular discourse communities; CCHE Goals: 1, 3, 4

<sup>2</sup> Purpose: critically analyze reading, identify good/bad principles of writing; CCHE Goals: 1, 3, 4

*Week 3 Assignments and Deadlines*

- **Extra credit pre-research assignment** must be uploaded to D2L by Monday, 13 June at midnight
- **Literature review rough draft** must be uploaded to D2L by Wednesday, 15 June at midnight
- **Peer-review feedback** must be returned to assigned partner by Friday, 17 June at midnight<sup>1</sup>
- **Blog post #3**<sup>2</sup>
  - Group 1:** response must be posted by Friday, 17 June at midnight
  - Group 2:** critique must be posted by Sunday, 19 June at midnight
- **Quiz #3** must be completed by Sunday, 19 June at midnight<sup>3</sup>
- Carefully review directions for the research paper: rough draft due next Wednesday, 22 June<sup>4</sup>

<sup>1</sup> Purpose: engage in peer review; CCHE Goal: 2

<sup>2</sup> Purpose: complete sixth short writing assignment; CCHE Goals: 1-4

<sup>3</sup> Purpose: complete seventh short writing assignment; CCHE Goals: 1-4

<sup>4</sup> Purpose: understand second major writing assignment; CCHE Goal: 2

*Week 4 Assigned Readings*

**Grammar Review, Avoiding Plagiarism, and Cases For/Against Global Resource Redistribution**

- (D2L) Handout on rules of grammar<sup>1</sup>
- (D2L) Handout on rules of proper citation<sup>2</sup>
- (D2L) Singer, "Famine, Affluence, and Morality" (1972)<sup>3</sup>
- (D2L) Hardin, "Lifeboat Ethics: The Case Against Helping the Poor" (1974)<sup>3</sup>

<sup>1</sup> Purpose: rhetorical grammar, review punctuation and sentence components; CCHE Goal: 3

<sup>2</sup> Purpose: review summary, paraphrase, quotation, citation, and source information; CCHE Goals: 1, 3

<sup>3</sup> Purpose: critically analyze reading, reiterate how to engage counterarguments; CCHE Goals: 1, 2, 4

### Writing the Research Paper, and Responsibility for Global Climate Change

- (D2L) NPR Podcast, "Rio Environment Meeting Focuses On 'Energy For All'" (19 Jun 2012)
- (D2L) Caney, "Cosmopolitan Justice, Rights and Global Climate Change" (2006)<sup>1</sup>
- (D2L) Bell, "Global Climate Justice, Historic Emissions, and Excusable Ignorance" (2011)<sup>1</sup>
- (D2L) NPR Podcast, "Are We Losing the Race Against Climate Change?" (1 Feb 2013)

<sup>1</sup> Purpose: critically analyze reading, identify good/bad principles of writing; CCHE Goal: 1, 3, 4

#### *Week 4 Assignments and Deadlines*

- **Literature review final draft** must be uploaded to D2L by Monday, 20 June at midnight<sup>1</sup>
- **Research paper rough draft #1** must be uploaded to D2L by Wednesday, 22 June at midnight
- Students must conference with me this week to discuss progress on the research paper<sup>2</sup>
- **Peer-review feedback** must be returned to assigned partner by Friday, 24 June at midnight<sup>3</sup>
- **Blog post #4**<sup>4</sup>
  - **Group 2:** response must be posted Friday, 24 June at midnight
  - **Group 1:** critique must be posted by Sunday, 26 June at midnight
- **Quiz #4** must be completed by Sunday, 26 June at midnight<sup>5</sup>
- **Revise research paper: revised rough draft #2** due next Monday, 27 June

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

<sup>2</sup> Purpose: discuss working draft; CCHE Goals: 1-4

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

<sup>4</sup> Purpose: complete eighth short writing assignment; CCHE Goals: 1-4

<sup>5</sup> Purpose: complete ninth short writing assignment; CCHE Goals: 1-4

#### *Week 5 Assigned Readings*

### Revising the Research Paper, and Collective Responsibility for Injustices

- (D2L) Shrader-Frechette, "Human Rights and Duties to Alleviate Environmental Injustice" (2007)<sup>1</sup>
- (D2L) NPR Podcast, "Factory Audits And Safety Don't Always Go Hand In Hand" (1 May 2013)
- (D2L) Young, "Responsibility and Global Labor Justice" (2004)<sup>1</sup>

<sup>1</sup> Purpose: critically analyze reading, identify good/bad principles of writing; CCHE Goals: 1, 3, 4

### Finishing Research Paper, and Justified Humanitarian Intervention

- Caney, *Justice Beyond Borders*, Chapter 7: Humanitarian Intervention<sup>1</sup>
- (D2L) U.N. General Assembly, "Implementing the R2P" (2009): only pp. 4-10<sup>1</sup>
- (D2L) NPR Podcast, "Ex-Serbian Leader Charged With Genocide" (18 Oct 2012)
- (D2L) Kuperman, "Moral Hazard of Humanitarian Intervention" (2008)<sup>1</sup>

<sup>1</sup> Purpose: critically analyze reading, identify good/bad principles of writing; CCHE Goal: 1, 3, 4

#### *Week 5 Assignments and Deadlines*

- **Research paper rough draft #2** must be uploaded to D2L by Monday, 27 June at midnight
- **Research paper final draft** must be uploaded to D2L by Friday, 1 July at midnight<sup>1</sup>
- **Extra credit quiz** (replaces lowest quiz grade) must be completed by Friday, 1 July at midnight<sup>2</sup>

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

<sup>2</sup> Purpose: complete (optional) tenth short writing assignment; CCHE Goals: 1-4