

ARTS & SCIENCE 3GJ3 / GLOBAL JUSTICE INQUIRY, 2019-2020 (TERM 2)

Instructor: Dr. Samuel J. Ujewe, ujewes@mcmaster.ca

Office Hours: Monday, 11.30am – 12.30pm, LR Wilson Hall 3038 (Jenkins Room)

Class Time & Location: Monday, 8.30 – 11.20am; ABB/166

COURSE OVERVIEW

This course will explore various outlooks of global justice from both theory and practice, as it unfolds in contemporary global realities. Using an inquiry-based learning methodology, students will be exposed to critical issues of justice relating to global health and how these affect especially disadvantaged and poor populations around the world. Students will learn about key theories that underpin the various approaches to global health justice, and will have the opportunity to explore past and current health issues/realities around the world that essentially call out to humanity to act in ways that justice demands. The course will use case studies from around the globe, especially relating to the health of populations in the global south and indigenous people in Western settings, including Canada. It will introduce students to the socio-cultural dimension of global justice and provide a holistic outlook towards attaining global health justice for all.

In addition to students from the Arts & Science program, the class will include students from all six McMaster Faculties. This will ensure that a diversity of perspectives informs class discussions, and will create a unique and dynamic learning experience. The course was developed as part of a larger strategy for developing a Global Justice Hub here at McMaster, to bring together students, faculty, staff, alumni and community partners interested in working toward global justice.

Course Objective

By the end of this course, students will be able to (or have):

- Broad understanding of key tenets in the global justice theory, including the cross-cultural dynamics that underlie health justice in practice
- Critically engage with different dimensions of health justice in a global context and determine how these affect disadvantaged populations in local contexts
- Knowledge of specific indigenous approaches to justice, understand how these differ from the traditional Western tenets, and determine how to harmonise these towards achieving health justice for all
- Enhanced critical inquiry skills, including formulating questions, self-directed research, critical thinking and constructive communication skills
- Engage in and document critical personal reflection on questions and issues arising from course presentations, readings and discussions
- Undertake an in-depth exploration of a topic of the student's choosing related to the course theme

Required Readings: All readings will be accessible in the "content" area of the course Avenue to Learn site and will be organized by week. Students are expected to have carefully read and be ready to discuss all assigned readings before the class in which they will be covered.

Course Evaluation: Detailed instructions for all course assignments, along with evaluation rubrics, will be posted on Avenue to Learn.

Submission and Late Policy: Unless otherwise indicated, Assignments must be submitted to the Avenue to Learn Assessment folder by 11.59 pm on Monday of the week they are due. Otherwise, assignments will be assessed a late penalty of 3% per day (including weekends).

Referencing Style: Please use the Harvard or MLA system of referencing in all assignments.

Sustainable Written Work Submission Guidelines: The written work submission guidelines have been chosen to support the more sustainable use of paper, energy, and toner, and meet the Gold standard of the

Office of Sustainability; <http://www.mcmaster.ca/sustainability/>. All written work should be submitted in the following format: **Online submission via Avenue to Learn; Reduced line spacing (1.5); Double sided pages.**

COURSE EVALUATION BREAKDOWN

Two-pager written reflection/assignment	15%
Class Participation/Contribution	5%
Group Presentations/Debate	30%
Final Project	50%
	100%

ASSIGNMENTS AND PRESENTATION DUE DATES

Two-pager written reflection/assignment Due: 28 Jan, 2020

Class Participation/Contribution Peer Evaluation (In-class) 16, 23 & 30 Mar, 2020

Group Presentations/Debates (30%)

Group	Position Summary (2 pages) – Group Submission – 10%	In-Class Presentation & Response to Questions – 15%	Group Peer Evaluation – 5%
A	Due Feb 14, 2020	24 Feb, 2020	24 Feb, 2020
B	Due Feb 14, 2020	24 Feb, 2020	24 Feb, 2020
C	Due Feb 14, 2020	24 Feb, 2020	24 Feb, 2020
D	Due Feb 14, 2020	24 Feb, 2020	24 Feb, 2020
E	Due Feb 14, 2020	24 Feb, 2020	24 Feb, 2020

Final Project (50%)

Individual written proposals, 500 words, max (10%)	Due 13 March 2020, 11.59pm EST
Oral presentations (10%)	16, 23 & 30 March, 2020 (Individual dates TBD)
Final written paper – 2,500 words, max. (30%)	Due 9 April 2020, 11.59pm EST

McMaster Policy on Academic Integrity: You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences—e.g., the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: “Grade of F assigned for academic dishonesty”), and/or suspension or expulsion from the university. It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty, please refer to the [Academic Integrity Policy](#), located at: <http://www.mcmaster.ca/academicintegrity>.

The following illustrates only three forms of academic dishonesty: 1) Plagiarism—e.g., the submission of work that is not one’s own or for which other credit has been obtained. 2) Improper collaboration in group work. 3) Copying or using unauthorized aids in tests and examinations.

McMaster Student Absence Form (MSAF): In the event of an absence, students should review and follow the Academic Regulations in the Undergraduate Calendar “Requests for Relief for Missed Academic Term Work.” Please consult the MSAF statement on our website (<https://artsci.mcmaster.ca/forms-requests/>) and direct any questions or concerns to Shelley Anderson or Madeline Van Impe in the Arts & Science Program Office.

Academic Accommodation of Students with Disabilities: Students who require academic accommodation must contact [Student Accessibility Services \(SAS\)](#) to make arrangements with a Program Coordinator. SAS can be contacted by phone 905-525-9140 ext. 28652 or email sas@mcmaster.ca. For further information, consult McMaster University’s [Academic Accommodation of Students with Disabilities](#) policy.

Academic Accommodation for Religious, Indigenous, or Spiritual Observances (RISO): Students requiring academic accommodation based on religious, indigenous, or spiritual observances should follow the procedures set out in the RISO policy. Students requiring a RISO accommodation should submit their request to their Faculty Office (i.e. to Shelley Anderson or Madeline Van Impe in the Arts & Science Program Office) normally within 10 working days of the beginning of term in which they anticipate a need for accommodation or to the Registrar’s Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

Email Contact and Student Responsibility Statement

Please Note: The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L, and/or McMaster email. It is the responsibility of students to check **their McMaster email** and course websites regularly during the term and to note any changes. Announcements will be made in class and by using the course email distribution list.

Authenticity/Plagiarism Detection Statement

In this course we will be using a web-based service (Turnitin.com) to reveal authenticity and ownership of student-submitted work. Students will be expected to submit their work electronically either directly to Turnitin.com or via Avenue to Learn (A2L) plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty. Students who do not wish to submit their work through A2L and/or Turnitin.com must still submit an electronic and/or hardcopy to the instructor. No penalty will be assigned to a student who does not submit work to Turnitin.com or A2L. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, other software, etc.). To see the Turnitin.com Policy, please go to www.mcmaster.ca/academicintegrity.

WEEKLY CLASS SCHEDULE & READINGS

Part I: Principles and Foundations of Global Justice

Week 1 (6 Jan, 2020): Justice as Fairness or Justice as Equality?

Rawls, J (2001). *Justice as Fairness: A Restatement*. Cambridge, MA: Harvard University Press (chapters 12 & 13)

Dworking, R (2000). *Sovereign Virtue: The Theory and Practice of Equality*. Cambridge, MA: Harvard University Press (Chapter 1 - pp. 11-20)

Week 2 (13 Jan, 2020): Human Rights and Global Imperatives

Sen, A. (2010). *The Idea of Justice*. London: Penguin Books (Chapter 17)

Pogge, T. (2008). *World Poverty and Human Rights*. Second Ed. Cambridge: Polity Press (Chapter 2)

Week 3 (20 Jan, 2020): The Global Justice Discourse

Arneson, R. (2005). Do Patriotic Ties Limit Global Justice Duties? *The Journal of Ethics*. Vol. 9. Pp. 127-150

Pogge, T. (2005). Real World Justice. *The Journal of Ethics*. Vol. 9, No. ½. Pp. 29-53

Sangiovanni, A. (2007). Global Justice, Reciprocity and the State. *Philosophy & Public Affairs*. Vol. 35, no. 1. Pp.1-37)

Week 4 (27 Jan, 2020): Thinking Socially and Culturally in Global Justice

Tutu, D. (1999). *No Future without Forgiveness*. London: Rider (Chapter 4)

Du Toit, A. (2000). The Moral Foundations of the South African TRC: Truth as Acknowledgement and Justice as Recognition. In Rotberg, R.I. and Thompson, D. (Eds.). *Truth Vs Justice: The Morality of Truth Commissions*. Princeton, NJ: Princeton University Press. Pp. 122-140.

Corey, A. and Joireman, S.F. (2004). Retributive Justice: The Gacaca Courts in Rwanda. *African Affairs*. Vol. 103. Pp. 73-89.

Jing-Bao, N. (2005). Cultural Values Embodying Universal Norms: A Critique Of A Popular Assumption About Cultures And Human Rights. *Developing World Bioethics*. Vol. 5. Pp. 251-257. Doi:[10.1111/j.1471-8847.2005.00123.x](https://doi.org/10.1111/j.1471-8847.2005.00123.x)

Part II: Global Health and the Demands of Justice

Week 5 (3 Feb, 2020): Health and Social Justice

Daniels, N. (2008). *Just Health: Meeting Health Needs Fairly*. Cambridge: Cambridge University Press (Chapter 1)

Braveman, P.A. et. al. (2011). Health Disparities and Health Equity: The Issue is Justice. *American Journal of Public Health*. Vol. 101, no. 1. Doi/full/10.2105/AJPH.2010.300062

Braveman, P. (2014). What are Health Disparities and Health Equity? We Need to be Clear. *Public Health Reports*. doi.org/10.1177/003335491412915203

Week 6 (10 Feb, 2020): Learning to Share Global Resources for Health Equitably

Daniels, N. and Sabin, J.E. (2008). *Setting Limits Fairly: Learning to Share Resources for Health*. 2nd Edition. Oxford: Oxford University Press (Chapters 4 & 11)

Tangwa, G.B. (2010). *Elements of African Bioethics in a Western Frame*. Bamenda: Langaa Research and Publishing (Chapter 6)

Week 7 (17 Feb, 2020) – Mid-term Recess ☺

Part III: Towards Global Health Justice in Practice

Week 8 (24 Feb, 2020): Global Health Inequities and Indigenous Populations (Group Presentations / Class Debates)

Anderson, Et. Al. (2016). Indigenous and Tribal People's Health: A Population Study. *The Lancet*. Vol. 388. [Doi.org/10.1016/S0140-6736\(16\)00345-7](https://doi.org/10.1016/S0140-6736(16)00345-7)

King, M., Smith, A. and Gracey, M. (2009). Indigenous Health Part 2: The Underlying Causes of the Health Gap. *The Lancet*. Vol. 374. DOI:[https://doi.org/10.1016/S0140-6736\(09\)60827-8](https://doi.org/10.1016/S0140-6736(09)60827-8)

Greenwood, M.L. and de Leeuw, S.N. (2012). Social Determinants of Health and the Future Well-being of Aboriginal Children in Canada. *Paediatrics & Child Health*, Vol. 17, No 7, Pp 381–384, DOI:<https://doi.org/10.1093/pch/17.7.381>

CBC News (2019). Trudeau apologizes for 'colonial,' 'purposeful' mistreatment of Inuit with tuberculosis. <https://www.cbc.ca/news/canada/north/trudeau-apology-tuberculosis-iquait-1.5047805>

Week 9 (2 Mar, 2020): Making New and Innovative Medicines Accessible to All

Hollis, A. and Pogge, T. (2008). *The Health Impact Fund: Making New Medicines Accessible to All*. Incentives for Global Health (Chapters 1 & 6)

Pogge, T. (2012). The Health Impact Fund: Enhancing Justice and Efficiency in Global Health. *Journal of Human Development and Capabilities*. Vol. 13, No. 4. DOI: <https://doi.org/10.1080/19452829.2012.703172>

McMullan, P. Et. Al. (2018). Improving access to medicines via the Health Impact Fund in India: a stakeholder analysis. *Global Health Action*. Vol. 11, No. 1. doi: [10.1080/16549716.2018.1434935](https://doi.org/10.1080/16549716.2018.1434935)

Wirtz, V.J. Et. Al. (2017). Essential medicines for universal health coverage. *The Lancet*. Vol. 389, No. 10067. DOI: [https://doi.org/10.1016/S0140-6736\(16\)31599-9](https://doi.org/10.1016/S0140-6736(16)31599-9)

Week 10 (9 Mar, 2020): Benefit Sharing and Indigenous People

Schroeder, D. (2009). Justice and Benefit Sharing. In Wynberg, R., Shroeder, D., and Chennels, R. (Eds.), *Indigenous Peoples, Consent and Benefit Sharing*. Dordrecht: Springer

Wynberg, R. Et. Al. (2009). Sharing Benefits Fairly: Decision-Making and Governance. In Wynberg, R., Shroeder, D., and Chennels, R. (Eds.), *Indigenous Peoples, Consent and Benefit Sharing*. Dordrecht: Springer

Lucas, J.C. Et. Al. (2013). Sharing Traditional Knowledge: Who Benefits? Cases from India, Nigeria, Mexico and South Africa. In Schroeder, D. and Lucas, J.C. *Benefit Sharing: From Biodiversity to Human Genetics*. Dordrecht: Springer

Week 11-13 (16, 23 & 30 Mar, 2020): Students' Individual Presentations

Week 14 (6 Apr, 2020): Health Justice for the Global South: Moving Forward

Ujewe, S.J. (2019). Moral Residue and Health Justice for the Global South: Addressing Past Issues through Current Interventions and Research. *Developing World Bioethics*. DOI: <https://doi.org/10.1111/dewb.12238>

Schroeder, D. Et. Al. (2018). Ethics Dumping: Introduction. In Schroeder, D. Et. Al. (Eds.). *Ethics Dumping: Case Studies from North-South Research Collaborations*. Cham: SpringerOpen (Pp. 1-8)

The BD Magazine (2013). *The Ethical Cost of Offshoring*.
https://www.ghwatch.org/sites/www.ghwatch.org/files/D7_0.pdf

Retief, C. (2019). Contraception and women at high risk of HIV: Solutions under the spotlight. *Daily Maverick*.
<https://www.dailymaverick.co.za/article/2019-07-31-contraception-and-women-at-high-risk-of-hiv-solutions-under-the-spotlight/>

THE END 😊