

Requirements met by this course. MPP students may use this class to meet requirements for the Global Policy concentration.

Course Overview

Gaining experience as a global professional is often fraught with small daily challenges. Many of these have ethical dimensions. In a culture new to them, people may make choices without the time to sit down and think, “Does this choice go against my understanding of what is ethical?” And “How can I be a good guest in this place where I am now living?” Bigger questions may also arise: “Do I need to quit my job because of this?”

This class provides an opportunity to think through some small and large personal dilemmas. It will not provide answers, but it will provide **space for conversations about ethical aspects of different choices.**

To begin to understand the ramifications of an action or choice, one needs to ask thoughtful questions. What question(s) should you be asking? Is there a larger issue that needs to be acknowledged? What are the underlying assumptions? How can you explain your own perspective? What would convince you to change your perspective?

This course was designed with Global Policy (MPP), MDP and MHR masters students in mind. Others are also welcome. It provides a place to have conversations and debates about ethical dilemmas – particularly regarding social and economic situations – that may be faced by policy-focused professionals in global contexts.

Caveat: The instructor is not an expert in ethics. Like others in international development, I have struggled with ethical issues in the course of doing field research and using the results of field research. My area of expertise, child work/child labor, is a site of many conversations regarding ethics.

I thank the following people for consulting with me about the design of this class and/or helping create a case for it: Michael Barringer-Mills, Mary Curtin, Kathy Fennelly, Barb Frey, Greta Friedemann-Sanchez, Diana Quintero, Emily Springer, and especially Dave Wilsey.

This class is not designed to be hybrid; our classroom is not set up to allow that. Moreover, it is meant to provide a space for in-depth in-person conversations, mostly in small groups. But if you are staying home because you are or might be ill – but you are well enough to participate – we can form a small group where you are on the phone or Zoom with others at your table (only). Let me know at least a few hours before class.

Learning Objectives

Students will learn to think critically about minor and major dilemmas that come up in the course of living and working outside of their home country, particularly in the Global South. They will learn to pose clarifying questions and identify their own ethical frameworks that can guide their future decisions.

Format of this class

- Most weeks, students will finish 1-2 readings or podcasts or videos by **Friday 6 pm** or another time to be agreed upon. Often these will be very short (1-2 pages).
- Most weeks, students will post one proposed discussion question – or one set of closely-related questions – by **Friday 6 pm**.

Note: for this class, a good discussion question is one for which you do not know the answer in advance. If everyone agrees on one answer, then it is not an interesting question for purposes of discussion.

- Also by **Friday 6 pm**, for extra credit, students may post additional thoughts on the topic from the previous Monday. Conversations are encouraged on this discussion board.
- The instructor will select discussion questions from among those you post.
- In class, students will break into small groups as soon as they come into the room, and start discussing the selected questions, which will be on a hand-out.
- Partway through, we may switch to a full-class discussion.
- In the last few minutes, the instructor or someone else will summarize any conclusions we may have reached.

The instructor will send an email to students before the first class discussing expectations, so that the first class is not spent talking about the syllabus.

Expectations

Covid challenges. This class is not designed to be hybrid. It will be in-person, with an exception to be made for ill or injured people as discussed on page 2.

Masking. In class, I request that everyone wear a high-quality mask – N95 or KN95 or the equivalent; as an older person, I face higher risks from Covid. UM will make high-quality masks (N-95 or certified KN-95) available to students in Fall 2022. Check the [Safe Campus](#) website for information on the location(s) for each campus. I have personally purchased masks that I will share if you need one, but in that case kindly bring the mask back for some future classes.

Nameplates. The instructor will make nameplates for everyone, including names and pronouns. Please leave them in the room at the end of class.

Canvas. You are expected to set your Canvas notifications to allow (do not opt out of) announcements. If I am ever unable to teach, that is mostly likely how I will let you know: you will get an email message from Canvas.

Attendance. Attendance is required at all classes. If you have a legitimate reason for missing class (such as illness), kindly email the instructor before the class you will miss.

Classroom norms

- Be *curious!* What does one question explore, and what does it miss? Ask questions, even if that feels scary. The goal is not to be politically correct but to learn. When others ask questions, answer respectfully.
- It is appropriate to disagree with others – that is what conversation is all about. Disagreement should be done respectfully. Being kind, truthful, and receptive to others’ perspectives will make conversations more fruitful.
- **No small talk!** If you are not talking about the topic of the week, you should not be talking.
- Someone at each table will be designated “**the interrupter**” ... to get discussions back on track.
- If you have run out of conversation, let the instructor know – the instructor will provide you with another question to pursue. No small talk then either!

Approximate grading basis

50% posted discussion questions

50% attendance, classroom participation, and respectful behavior during conversations.

A/F or S/N. No audits allowed.

University and School Policies and Resources

Covid-19, Face-Covering Requirement, Symptoms, Vaccination, and Boosters

The University requires all students and employees to be vaccinated or have a valid exemption; more information is at [safe-campus website](#). On January 5, 2022 President Gabel announced an update on COVID-19 and campus operations which strongly encourages all community members to get a booster as soon as they are eligible. For information about

getting a booster and how to schedule an appointment, please refer to [the University's Get the Vax 2.0 initiative](#).

You should stay at home if you experience any signs of illness or have a positive [COVID-19 test](#) result. If this occurs, please consult with your healthcare provider about an appropriate course of action. I will follow these same protocols and will let you know if the delivery of this course has to be temporarily changed as the result of my own circumstances. Absences related to illness, including COVID-19 symptoms, for yourself or your dependents, are [legitimate "excused" absences](#)

Additional details can be found on our Canvas site.

[Disability Resource Center \(DRC\)](#). The University of Minnesota is committed to providing equitable access to learning opportunities for all students. The DRC is the campus office that collaborates with students who have disabilities to provide and/or arrange accommodations. If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please call 612-626-1333 to arrange a confidential discussion. For more information, please see diversity.umn.edu/disability. If you are registered with the DRC and have a current letter requesting accommodations, please contact your instructor as early in the semester as possible to discuss.

[Academic Policies](#). For links to University of Minnesota and Humphrey School policies, please click the "U of M Policies" link on our course Canvas site, or see <https://z.umn.edu/PolicyStatements>. Policies include information on student conduct, scholastic dishonesty, legitimate absences, sexual harassment, equal opportunity, disability accommodations, and more. It is your responsibility to understand these policies; ignorance of the policies is not an acceptable excuse for violating a policy.

----- Week 1: January 16, Martin Luther King Jr. Day -----

No class on this holiday. But be sure to post by Friday afternoon!

----- Week 2: January 23 -----

[Read](#) case study: What to pay the maid? The story of Mama Angel"

[Post](#) a proposed discussion question (by Friday Jan 20th at 6 pm)

[Extra credit post](#): additional thoughts on Monday's topic (by Friday Jan 27 at 6 pm)

----- Week 3: January 30 -----

This is the only week in which there will not be a case study. This week, we will read and talk about ethical frameworks.

Read Upshur, Ross E.G., Solomon Benetar & Andrew D. Pinto (2012) “Ethics and Global Health,” Chapter 2 in Andrew Pinto & Ross Upshur, eds., *An Introduction to Global Health Ethics*, London: Routledge.

Post by Friday Jan 27th: a hand-drawn image (scan or photo) that you will also bring to class and draw on a whiteboard. The image will show a figure or table with your way of understanding and organizing the concepts discussed in Section C and possibly other sections. Identify where your ethical stances lie in relation to these concepts/frameworks.

The goal this week is to end up with a shared vocabulary for the rest of the semester.

Extra credit post: additional thoughts on Monday’s topic (by Friday Feb 3 at 6 pm)

----- Week 4: February 6 -----

Read case study: Promoting US-style political leadership outside the US

Post a proposed discussion question (by Friday of Week 3 at 6 pm)

Extra credit post: additional thoughts on Monday’s topic (by Friday of Week 4 at 6 pm)

----- Week 5: February 13 -----

Read case study: The work permit bribe

Post a proposed discussion question (by Friday of Week 4 at 6 pm)

Extra credit post: additional thoughts on Monday’s topic (by Friday of Week 5 at 6 pm)

----- Week 6: February 20 -----

Topic: Disparities between salaries for expatriate and national staff

Listen to at least part of the podcast “Wealth of Resentment” and read at least one of the blogs or news articles on the topic – they are posted on Canvas.

Post a proposed discussion question (by Friday of Week 5 at 6 pm)

Extra credit post: additional thoughts on Monday’s topic (by Friday of Week 6 at 6 pm)

----- Week 7: February 27 -----

Read case study: Health-related research

Post a proposed discussion question (by Friday of Week 6 at 6 pm)

Extra credit post: additional thoughts on Monday's topic (by Friday of Week 7 at 6 pm)

----- SPRING BREAK -----

----- Week 8: March 13 -----

Read case study: Aquaculture start-up

Post a proposed discussion question (by Friday of Spring Break week at 6 pm)

Extra credit post: additional thoughts on Monday's topic (by Friday of Week 8 at 6 pm)

TOPICS AFTER THIS WEEK WILL BE DECIDED PARTLY IN CONSULTATION WITH STUDENTS!

----- Week 9: March 20 -----

Read TBD

Post a proposed discussion question (by Friday of Week 8 at 6 pm)

Extra credit post: additional thoughts on Monday's topic (by Friday of Week 9 at 6 pm)

----- Week 10: March 27 -----

Read TBD

Post a proposed discussion question (by Friday of Week 9 at 6 pm)

Extra credit post: additional thoughts on Monday's topic (by Friday of Week 10 at 6 pm)

----- Week 11: April 3 -----

Topic: Accusations of breaking a social code. This reading is US-oriented but discusses situations that could happen anywhere.

Read Applebaum, Anne (2021) “The New Puritans,” *The Atlantic*, October.

Post a proposed discussion question (by Friday of Week 10 at 6 pm)

Extra credit post: additional thoughts on Monday’s topic (by Friday of Week 11 at 6 pm)

----- Week 12: April 10 -----

Read TBD

Post a proposed discussion question (by Friday of Week 11 at 6 pm)

Extra credit post: additional thoughts on Monday’s topic (by Friday of Week 12 at 6 pm)

----- Week 13: April 17 -----

Read TBD

Post a proposed discussion question (by Friday of Week 12 at 6 pm)

Extra credit post: additional thoughts on Monday’s topic (by Friday of Week 13 at 6 pm)

----- Week 14: April 24 -----

Read TBD

Post a proposed discussion question (by Friday of Week 13 at 6 pm)

Extra credit post: additional thoughts on Monday’s topic (by Friday of Week 14 at 6 pm)

----- Week 15: May 1 (last day of classes!) -----

Please complete your evaluation before class. Those who have not yet done so will complete it at the beginning of class – bring a device on which you can type to class.

Read TBD

Post a proposed discussion question (by Friday of Week 14 at 6 pm)

Extra credit post: additional thoughts on Monday's topic (by Friday of Week 15 at 6 pm)