



Global Justice

**GVPT
449G
Spring 2023**

Description

Most people are accustomed to thinking about the demands of justice within the context of the nation-state. For example, it is understood that all compatriots are entitled to certain rights guaranteed by the government, or that citizens can be called upon to help maintain and defend the interests of state, either in the form of taxation or labor. Moreover, there is often a sense of solidarity and sympathy that compels citizens to be concerned about the welfare of compatriots, and can even motivate beneficent behavior. But why does our concern end at our national borders? If we follow this train of thought we are lead to further questions: what is morally significant about citizenship? How would my behavior change, if I extend my concern to all of humanity? What does thinking globally about justice demand?

This course is an introduction to some of the controversies and themes in the field of global justice. The premise of the course is that global *in*justice is a fact: all over the world people suffer horrible fates through no fault of their own. The course begins by laying the foundation for the debate over the scope and limits of global justice, and then examines some topics that arise when thinking globally about justice, such as poverty, the environment and waging war. The course ends by considering the possibility of creating a cosmopolitan framework within which to adjudicate between competing interests in the globalized world.

Learning Outcomes and Goals

- To learn the basic issues and arguments of global justice.
- To critically assess different conceptions of global justice and the applications of principles of justice to global controversies.
- To practice thinking and writing critically.
- To practice working collaboratively, and giving presentations.

Required Resources

All readings will be available electronically in our ELMS classroom.

Campus Policies

It is our shared responsibility to know and abide by the University of Maryland's policies that relate to all courses, which include topics like:

- [Academic integrity](#)
- Student and instructor conduct
- Accessibility and accommodations
- Attendance and excused absences
- [Grades and appeals](#)
- Copyright and intellectual property

Dr Sujith Kumar

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Class Meets

Tues & Thurs
3:30 – 4:45PM
TYD 0111

Office Hours

TYD 1153
Tues & Thurs 12:00 –
1:00PM
and by appointment

Teaching Assistant

Caleb Nolan

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Please visit www.ugst.umd.edu/courserelatedpolicies.html for the Office of Undergraduate Studies' full list of campus-wide policies and follow up with me if you have questions.

Activities, Learning Assessments, & Expectations for Students

- Students are required to read the assigned article and to complete the worksheet for each class.
- Students are required to have comments and questions prepared and contribute to the discussion.
- Students must keep on top of the reading, which will range from 60 – 100 pages per week.
- Students will be assessed by worksheets, online discussions, presentations, and two essays.

Course-Specific Policies

The lateness penalty: 10% of assignment grade after 1 day late, 5% after second day, 2% after third day, and then 1% of assignment grade for each additional day.

Communication Policy: Your UTA is the first points of contact for course-related queries. She will also be keeping weekly office hours. Students may also contact Calypso or myself directly for whatever reason. For all email communications, please allow 24 hours for a reply, and up to 48 hours over the weekend.

Absence Policy: The University has returned to its normal absence policy, meaning students are able to miss one Discussion Section meeting without penalty. All other absences, medical or otherwise, must be accompanied with a note from an authority figure (doctor, employer) in order to be excused. If you are unwell and cannot attend your section, all effort must be made to inform your UTAs in advance. **All absences due to religious or official athletic engagements must be discussed** in advance, so that proper accommodations can be made, if necessary.

COVID-19 Policies: If you have symptoms of possible COVID, or test positive, you must contact UMD HEAL (www.umd.edu/HEAL, 301-405-4325) to report your case and receive instructions. If you must isolate, you will not be penalized for missing your Discussion Sections. You are also asked not to attend Lectures, which will be recorded and made available through our ELMS classroom.

Get Some Help!

Taking personal responsibility for your own learning means acknowledging when your performance does not match your goals and doing something about it. I hope you will come talk to me so that I can help you find the right approach to success in this course, and I encourage you to visit tutoring.umd.edu to learn more about the wide range of campus resources available to you. In particular, everyone can use some help sharpen their communication skills (and improving their grade) by visiting ter.ps/writing and schedule an appointment with the campus Writing Center. You should also know there are a wide range of resources to support you with whatever you might need (see go.umd.edu/assistance), and if you just need someone to talk to, visit counseling.umd.edu or [one of the many other resources on campus](#).



Most services free because you have already paid for it, and **everyone needs help**... all you have to do is ask for it.

Basic Needs Security

If you have difficulty affording groceries or accessing sufficient food to eat every day, or lack a safe and stable place to live and believe this may affect your performance in this course, please visit go.umd.edu/basic-needs for information about resources the campus offers you and let me know if I can help in any way.

Names/Pronouns and Self Identifications

The University of Maryland recognizes the importance of a diverse student body, and we are committed to fostering inclusive and equitable classroom environments. I invite you, if you wish, to tell us how you want to be referred to both in terms of your name and your pronouns (he/him, she/her, they/them, etc.). The pronouns someone indicates are not necessarily indicative of their gender identity. Visit trans.umd.edu to learn more.

Additionally, how you identify in terms of your gender, race, class, sexuality, religion, and dis/ability, among all aspects of your identity, is your choice whether to disclose (e.g., should it come up in classroom conversation about our experiences and perspectives) and should be self-identified, not presumed or imposed. I will do my best to address and refer to all students accordingly, and I ask you to do the same for all of your fellow Terps.

Grades

Students will be assessed using the following assignments.

Learning Assessments	Points Each	Category Weight
Participation	1	10%
Discussions	100	15%
Worksheets	1	15%
Presentations	100	15%
Essay 1	100	20%
Essay 2	100	25%

Final Grade Cutoffs									
+	97.0%	+	87.0%	+	77.0%	+	67.0%		
A	93.0%	B	83.0%	C	73.0%	D	63.0%	F	<60.0%
-	90.0%	-	80.0%	-	70.0%	-	60.0%		

Class Schedule

<u>Week 1</u> Jan 26	<u>John Rawls and Global Justice</u> Introduction
<u>Week 2</u> Jan 31	Rawls, J., [mini] <i>Theory of Justice</i>
Feb 2	Expedition to Mars
<u>Week 3</u> Feb 7	Rawls, J., 'Laws of the People'
Feb 9	Tan, C. K., 'Two Conceptions of Liberal Global Toleration'
<u>Week 4</u> Feb 14	<u>Human Rights</u> Ignatieff, M., 'Human Rights as Politics'
Feb 16	Library skills
<u>Week 5</u> Feb 21	Ignatieff, M., 'Human Rights as Idolatry'
Feb 23	<u>Global Justice</u> Beitz, C., 'Justice and International Relations'
<u>Week 6</u> Feb 28	Pogge, T., 'What is Global Justice?'
March 2	Nagel, T., 'The Problem of Global Justice'
<u>Week 7</u> March 7	<u>National vs. Cosmopolitan Justice</u> Waldron, J., 'What is Cosmopolitanism?'
March 9	Tan, K., 'Nationalism and Cosmopolitanism'
<u>Week 8</u> March 14	Blake, M., 'Distributive Justice, State Coercion and Autonomy'
March 16	Miller, D., 'Cosmopolitanism'
March 20	SPRING BREAK

<u>Week 9</u> March 28	Caney, S., 'Distributive Justice and the State'
March 30	<u>Global Poverty and Justice</u> Singer, P., 'Famine, Affluence, and Morality'
<u>Week 10</u> April 4	Hardin, G., 'Lifeboat Ethics: The case against helping the poor'
April 6	Pogge, T., 'Real World Justice'
<u>Week 11</u> April 11	Pierik, R., 'Thomas Pogge on Global Justice'
April 13	<u>Global Environment</u> Singer, P., 'One Atmosphere'
<u>Week 12</u> April 18	TBD
April 21	Caney, S., 'Cosmopolitan Justice, Responsibility, and Global Climate Change'
<u>Week 13</u> April 25	<u>Just War and the War on Terrorism</u> Luban, D., 'The War on Terrorism and the End of Human Rights'
April 27	Walzer, M., 'Terrorism and Just War'
<u>Week 14</u> May 2	Jaggar, A., 'What Is Terrorism, Why Is It Wrong, and Could It Ever Be Morally Permissible?'
May 4	<u>Cosmopolitanism in Practice?</u> Archibugi, D., 'The Architecture of Cosmopolitan Democracy'
<u>Week 15</u> May 9	Dahl, R., 'Can international Organizations be Democratic?'
May 11	Kymlica, W., 'Citizenship in the Era of Globalization'

