

GVPT 449G Global Justice
Spring 2019
TuTh 12:30-1:45pm
Skinner Room 1115
(Provisional Syllabus)

Instructor: Professor Sujith Kumar

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Office Hours: Tuesday, Thursday 2 – 3PM, and by appointment

Overview

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.

Aim

The goals of this class are:

1. To learn the basic foundations for of global justice.
2. To critically assess different conceptions of global justice and the applications of principles of justice to global controversies.
3. To practice thinking and writing critically.
4. To practice working collaboratively, and giving presentations.

Method

This course will be run much like a graduate level seminar. Each class will begin with a pair of students giving a presentation on the reading assignment for the day, followed by discussion and activities. Each student is required to attend class prepared to discuss the readings. I also won't be a passive participant in the discussions, but the quality of the course turns mostly on the quality of student interaction, which I will facilitate.

Assessment

Students will be assessed continuously. Regular daily worksheets based on the readings and classroom participation will all count towards your final grade. Formal assessments will include

presentations, a short writing assignment, and a longer writing assignment. There are no in-class examinations.

Participation 10%
Worksheets 20%
Presentations 15%
Short Writing Assignment 20%
Longer Writing Assignment 35%

I will use numerical grades out of 100% for all assignments and make the breaks accordingly:

A 93 – 100; A- 90 – 92.9
B+ 87 – 89.9; B 83 – 86.9; B- 80 – 82.9
C+ 77 – 79.9; C 73 – 76.9; C- 70 – 72.9
D+ 67 – 69.9; D 62 – 66.9; D- 60 – 62.9
F 0 – 59.9

Special Needs and Medical Exemptions

Any student who feels they might need special accommodations with regards to assignments should contact the Counseling Center (<https://www.counseling.umd.edu/ads/>). Once registered, this office will advise me on any special accommodation I must provide, and can do so in a confidential manner without revealing the specifics of the condition to me. Of course, should any medical conditions or death of a loved one arise during the term, I would be happy to accommodate, provided I receive some documentation of the of the situation by a physician or authority.

Classroom Decorum

The success of the class depends in part on the quality of interaction between students. Therefore, the use of laptops, tablets, phones, or any devices is prohibited during the full class meetings and the discussion sections. If you need to make/take a phone call, or send/receive a message please excuse yourself from the room.

More importantly, this course will touch on a number of sensitive topics, and students are encouraged to critically engage the readings, the lecture, and each other's comments. However, I cannot stress enough the necessity to maintain respect towards each other in and out of the classroom.

Finally, students are responsible for familiarizing yourself with the school's policy on plagiarism and academic integrity. It will be taken EXTREMELY seriously in this course. In fact, student will be asked to make the UMD Honor pledge on their exams and term papers. See: <https://www.studentconduct.umd.edu/current-students>.

Lateness and Absence Policy

Students are allowed to miss one class for self-diagnosed medical reasons. Beyond that, a doctor's note is required in order for the absence to be excused. Late worksheets will not be accepted (unless excused), and essays will experience a 5% reduction for 1 day late, and then 2% each additional day. If you think a worksheet or essay is going to be late for whatever reason, please talk to me before the due date.

Communication and my Availability

The best way to reach me is by email. I will respond within 48 hours. My office hours are at the top of this document, and I encourage you to email me before coming by my office (so as not to keep you waiting if I am seeing several other students). That said, feel free to come by to discuss any special needs you may have, or simply to chat about the course.

Reading List

All assignments will be available on our ELMS space. All readings are also subject to change.

<u>Week 1</u> Jan 29	Political Theory and Global Justice What is Global Justice?
Jan 31	John Rawls' <i>Theory of Justice</i>
<u>Week 2</u> Feb 5	John Rawls' <i>Laws of the People</i>
Feb 7	Pogge, T, 'What is Global Justice?'
<u>Week 3</u> Feb 12	Nagel, T, 'The Problem of Global Justice'
Feb 14	Beitz, C. 'Justice and International Relations'
<u>Week 4</u> Feb 19	<u>Human Rights</u> Ignatieff, M, 'Human Rights as Politics'
Feb 21	Ignatieff, M. 'Human Rights as Idolatry'
<u>Week 5</u> Feb 26	<u>Nationalism v. Universalism</u> Waldron, J., 'What is Cosmopolitanism?'
Feb 28	Tan, K., 'Nationalism and Cosmopolitanism'
<u>Week 6</u> March 5	Blake, 'Distributive Justice, State Coercion and Autonomy'
March 7	Sangiovese, A., 'Global Justice, Reciprocity and the State'

<u>Week 7</u>	
March 12	Miller, D., 'Cosmopolitanism'
March 14	Caney, S., 'Distributive Justice and the State' ESSAY 1 DUE
	SPRING BREAK
<u>Week 8</u>	<u>Distributive Justice and Global Poverty</u>
March 26	Singer, P. 'Famine, Affluence, and Morality'
March 28	Thomas Pogge, 'World Poverty and Human Rights'
<u>Week 9</u>	
April 2	O'Neill, O., 'Rights, Obligations, and World Hunger'
April 4	Hardin, G. 'Lifeboat Ethics: The case against helping the poor'
<u>Week 10</u>	<u>Global Environment</u>
April 9	Singer, P., 'One Atmosphere'
April 11	Caney, S., 'Cosmopolitan Justice, Responsibility, and Global Climate Change'
<u>Week 11</u>	<u>Just War and the War on Terrorism</u>
April 16	Luban, D., 'The War on Terrorism and the End of Human Rights'
April 18	Walzer, M., 'Terrorism and Just War'
<u>Week 12</u>	
April 23	Jaggar, A., 'What Is Terrorism, Why Is It Wrong, and Could It Ever Be Morally Permissible?'
	<u>Humanitarian Intervention</u>
April 25	Bellamy, A., 'Realizing the Responsibility to Protect'
<u>Week 13</u>	
April 30	Kaldor, M., 'Humanitarian Intervention: a Cosmopolitanism Approach'
	<u>The Possibility of Cosmopolitanism?</u>
May 2	Archibugi, D., 'The Architecture of Cosmopolitan Democracy'

<u>Week 14</u>	
May 7	Brown, G.W., 'Globalization is What we Make of It: Contemporary globalization theory and the future construction of global interconnection' (10)
May 9	Dahl, R., 'Can international Organizations be Democratic?'
<u>Week 15</u>	
May 14	Kymlica, W., 'Citizenship in the Era of Globalization'
<u>Exams</u>	
May 16	Essay 2 Due