

GLOBAL JUSTICE & INTERNATIONAL ETHICS (SAMPLE SYLLABUS)

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COURSE DESCRIPTION & GOALS

Globalization has radically altered the shape of daily life, changing the way we think of ourselves in relation to those across oceans, what we owe to one another, and the social and political institutions needed to secure justice. The creation of international communication has allowed us to see the effects of our ordinary practices as individuals that are invisible from a local perspective. From the global point of view, for instance, driving a car contributes to climate change. We are also able to see, from the global perspective, drastic inequalities between persons and peoples—inequality of wealth, welfare, and basic rights and capabilities. And the bare facts of international cooperation and interaction complicate questions about morally responsibility and justice for individuals and nations: for example, buying a t-shirt at a local store might contribute to unjust labor practices in an offshore factory; international aid can perpetuate unhealthy dependency of one country on another or discourage development. In the face of these harms and injustices, it is also difficult to discern who has obligations to alleviate them, or whether we ought to create global institutions to police problems no single national government has the resources or authority to fix.

We'll take a systematic look at theoretical and practical problems of international ethics and global justice. The course readings work through specific topics: economic inequality, famine, human rights and capabilities, structural injustice, war and revolution, immigration, medical resources, and climate change. For each topic, we will be ask who is owed something; why is it owed to them; what are they owed; who owes it; and how do we allocate responsibility for failures to give what is owed.

There are four learning goals in this course:

- Become familiar with how philosophers have carved up these complex issues
- Learn and understand the arguments they make in defense of principles for dealing with these issues
- Practice using philosophical tools to think about and evaluate the arguments both individually and with others
- Reflect critically about the upshot of these ideas for how we ought to live as citizens in a global order

The readings, class discussions, and assignments are designed to help you meet these goals.

REQUIRED READINGS

Readings will be made available through the library online reserve.
(For references, see course bibliography)

COURSE REQUIREMENTS

Reading Notes. I ask that you take notes on the readings that show thoughtful engagement with them in order to prepare for class discussions. You can outline the ideas from the readings, mark passages or arguments you found difficult to understand, raise questions and objections, and write down your responses to the readings. By articulating your thoughts on paper before class, you will be better prepared to contribute to our discussions. You must submit a copy of your notes before class 10 times during the semester; I will mark them, giving you suggestions for improving your preparation and reading, and count them (pass/fail) towards your participation grade.

Short Paper Assignments. Throughout the course of the semester, you will write 3 short papers from 800-1000 words responding to the prompt of your choice. Each of the prompts will ask you to identify an argument from one of the readings and answer the following questions:

- What is the argument saying?
- How does it work?
- What is your evidence for thinking this is what the author means?
- Does the argument succeed? If not, why not? If so, what is an implication of the conclusion?

Papers are due on Friday week 4, week 8, and week 12. Please save your papers in Word format (as a .doc or .docx file) and use your university ID number and the paper number as the name of the document (e.g. "111222333 paper 1"). Submit papers to the online grading system no later than 11:59 pm on the due date.

Class Participation. One of the goals of the course is to develop the ability to reason well together. For us to accomplish this goal, everyone's voice needs to be heard. You'll be expected to have read carefully for class so you can offer your own understanding of the readings aloud. You'll also be expected to listen to others, appreciate their unique insights, and engage with them in discussion. Excellent class participation does not just mean speaking up often. It consists in thoughtful and respectful engagement with others in discussion and being prepared to offer your own reasoned views about the text.

Final Paper Project. For the final paper, you will write a 1200-1450 word essay defending an original thesis about an issue of global justice we discussed in the course. You can offer your own novel defense of a view from the readings, critique a view from the readings, or develop your own line of argument that attends to related literature we read in the course. There are two options for the final paper:

The *Social Action* option requires you to participate in a community project or service aimed at addressing a problem of global ethics or justice we discussed during the

course. The project must be pre-approved by the instructor. If you choose the Social Action option, then in your final paper, you will be asked to develop a thesis about the issue you are tackling through community engagement and defend that thesis using either your own arguments or arguments adapted from authors we read during the semester.

The *Peer Review* option requires you to team up with a classmate to workshop one another's papers. You will turn in a draft of your paper to your classmate at least two weeks before the due date of the paper. Then, each of you will meet to discuss the other's paper and will give written comments on the paper. The final draft, along with the written comments from your peer, will be turned in to me on the due date for the final.

Assessment. The final grade for the course will be determined as follows:

Short paper 1	20%
Short paper 2	20%
Short paper 3	20%
Participation	10%
Final Paper Project	30%

READING SCHEDULE (TENTATIVE)

Week 1: Introduction to Global Justice and Ethics

Peter Singer, "Famine, Affluence, and Morality"

Brian Barry, "Humanity and Justice in a Global Perspective"

*Dale Jamieson, "Singer and the Practical Ethics Movement" (recommended)

*Christian Barry & Scott Wisor, "Global Poverty" (recommended)

Week 2: Famine, Poverty, and Basic Needs

Sanjay Reddy and Thomas Pogge, "How Not to Count the Poor"

Frances Kamm, "Famine Ethics: The Problem of Distance in Morality in Singer's Theory"

*Thomas Pogge, "'Assisting' the Global Poor" (recommended)

Week 3: Human Rights

Thomas Pogge, "Severe Poverty as a Human Rights Violation"

Henry Shue, *Basic Rights: Subsistence, Affluence, and US Foreign Policy*, selections

S. Matthew Liao, "Human Rights as Functional Conditions for a Good Life"

Week 4: Human Capabilities and Advantage

Amartya Sen, "Equality of What?"

Martha Nussbaum, *Creating Capabilities*, selections

G.A. Cohen, "On the Currency of Egalitarian Justice"

Week 5: Disability, Oppression, and Structural Injustice

Elizabeth Anderson, "What Is the Point of Equality?"

Iris Marion Young, *Justice and the Politics of Difference*, selections
J. Wolff, "Disability Among Equals"

Week 6: Gender and Justice

Martha Nussbaum, *Women and Human Development*, selections
Iris Marion Young, "Five Faces of Oppression"

Week 7: Political Justice in a Global World

Richard Miller, "Cosmopolitan Respect and Patriotic Concern"
Samuel Scheffler, "Individual Responsibility in a Global Age"
Miriam Ronzoni, "The Global Order"

Week 8: Labor Injustice

Iris Marion Young, "Responsibility and Global Labor Justice"
Christian Barry and Kate Macdonald, "How Should We Conceive of Individual Consumer Responsibility to Address Labor Injustices?"

Week 9: Immigration and the Closed/Open Borders Debate

Michael Blake, "Distributive Justice, State Coercion, and Autonomy"
Christopher Heath Wellman, "Immigration"

Week 10: Medical Resources and Research

Jennifer Hawkins, "Research Ethics, Developing Countries, and Exploitation: A Primer"
Ezekiel Emanuel, "What Makes Clinical Research in Developing Countries Ethical?"
Thomas Pogge, "Health Impact Fund" (selections)

Week 11: Climate Change

Dale Jamieson, *Reason in a Dark Time: Why the Struggle Against Climate Change Failed and What It Means for Our Future*, selections
Simon Caney, "Human Rights, Responsibilities, and Climate Change"

Week 12: Who Takes Responsibility?

David Miller, "Taking Up the Slack? Responsibility and Justice in Situations of Partial Compliance"
Richard Arneson, "Moral Limits on the Demands of Beneficence?"

Week 13: Catch-up/wiggle room week

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- Brian Barry, "Humanity and Justice in Global Perspective," in J. Pennock and J. Chapman, eds., *NOMOS XXIV, Ethics, Economics and the Law* (New York: Harvester Wheatsheaf, 1982).
- Christian Barry and Kate Macdonald, "How Should We Conceive of Individual Consumer Responsibility to Address Labor Injustices?" (forthcoming).
- Michael Blake, "Distributive Justice, State Coercion, and Autonomy" in *Philosophy and Public Affairs* 30 (2001): 257-96.
- Allen Buchanan, "The Ethics of Revolution and Its Implications for the Ethics of Intervention"
- Todd Calder, "Shared Responsibility, Global Structural Injustice, and Restitution." in *Social Theory and Practice* 36 (2010): 263-290.
- L. U. Catherine, "Colonialism as Structural Injustice: Historical Responsibility and Contemporary Redress." in *Journal of Political Philosophy* 19 (1011): 261-281.
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- "Cosmopolitan Respect and Patriotic Concern" in *Philosophy and Public Affairs* 27 (1998): 202-224.
- Thomas Nagel, "The Problem of Global Justice" in *Philosophy and Public Affairs* 33 (2005): 113-147.
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- "The Health Impact Fund and Its Justification by Appeal to Human Rights" in *Journal of Social Philosophy* 40 (2009): 542-569.
- Sanjay Reddy and Thomas Pogge, "How Not to Count the Poor" *Debates in the Measurement of Global Poverty*, eds. Sudhir Anand, Paul Segal, Joseph Stiglitz (Oxford: Oxford University Press, 2010).
- Miriam Ronzoni, "The Global Order: A Case of Background Injustice? A Practice-Dependent Account" in *Philosophy and Public Affairs* 37 (2008): 229-256.
- Debra Satz, "What Do We Owe the Global Poor" in *Ethics & International Affairs* 19 (2005): 47-54.
- Samuel Scheffler, "Individual Responsibility in a Global Age" *Social Philosophy and Policy* 12 (1995): 219-36.
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