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**PHM 4362: Global Justice**

**Professor Warren**

**Office Hours: Thursday, 3:30-5 and by appointment, DM 439**

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**Course Description:** Global justice has increasingly become a focus of attention in moral and political philosophy. Falling within the scope of global justice are topics such as sovereignty, national self-determination, multiculturalism, human rights, patriotism, cosmopolitanism, global poverty and inequality, labor exploitation, the nature of war and peace, political violence, terrorism, torture, women's rights, and environmental justice. These topics involve pressing practical problems and raise fundamental conceptual, normative, theoretical and practical questions in need of philosophical clarification, investigation, analysis and **engagement**. In this course we will study various philosophical attempts to address these matters in an effort to deepen our understanding of these important and timely issues. Course readings will be from both classic (Aristotle, Hobbes, Kant, Mill, and Marx) and contemporary thinkers (Rawls, Habermas, Singer, Walzer, Nagel, Nussbaum, and Pogge).

**Course Objectives:** Course learning objectives include increased awareness of contemporary global problems, the development of a philosophically informed perspective on those problems, and **willingness to engage global issues in a multiple ways**. Additional learning objectives include the development of thinking and writing skills. Thinking skills include: the explanation and critical evaluation of arguments; the analysis of fundamental ideas and concepts; and the identification of underlying assumptions or logical implications. Writing skills include the ability to develop and defend a thesis through argumentation; interpret a thinker or explain a text; critically assess a position; and explore a concept or idea.

**Course Format:** The course will combine lecture, discussion, Socratic dialectic, group work, and engagements activities--hence multiple learning strategies will be employed.

**Text:** *The Global Justice Reader* (=GJR), edited by Thom Brooks

**Course Requirements:**

**Short Paper (20%):** Students must write a short analytical and critical paper, roughly three to five (3-5) pages in length, typed double-spaced (equivalent to 750-1250 words), focused on one or more of the assigned course readings. Short papers can be used as launching points for research papers and are due on February 24.

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**Exam: (20%):** Students must take a final exam on April 28. This examination will test students on their comprehension of material from course readings and lectures and will involve essay and short answer.

**Research Paper (40%):** All students must write a research paper, roughly ten to twelve (10-12) pages in length, typed double-spaced (equivalent to 2500-3000 words) and due on April 21. Students must meet with the professor before Spring break to get approval for their research proposal. Paper proposals should be roughly one page in length and should explain the nature of the project or problem that the paper is to address, outline the main arguments or claims that the paper will seek to examine or defend, and list relevant readings and sources to be used. Research papers will be judged in accordance with standards of clarity and coherence of exposition, comprehension of ideas and concepts, quality of research, and rigor of analysis and argumentation.

**Course-Related Activity (10%):** Students must engage in a course-related activity during the semester and provide a report or presentation on that activity. This requirement can be met in a variety of ways. Here are some examples: post responses on a web-site or list-serve devoted to issues of human rights or global justice; maintain a journal that discusses problems of human rights and global justice in the context of current world events; write a review of a film or play or artistic performance that raises an issue related to global justice; or participate in the ongoing Tuesday Times Roundtable.

**Attendance: (10%)** Students are expected to attend class and to participate actively in class discussion. Study questions will be distributed in advance to help students prepare for class discussion.

#### **Schedule and Reading Assignments:**

January 11: Introduction to Course

January 14: Thomas Hobbes, *Leviathan* (GJR, 5-17)

January 15: Charles Beitz, "A State of Nature" (GJR, 18-44)

January 18: Shmuel Margalit and Joseph Raz, "National Self-Determination" (GJR, 77-92)

January 21: Allen Buchanan, "Theories of Secession" (GJR, 94-112)

January 23: Universal Declaration of Human Rights (GJR, 120-123)

January 24: Charles Beitz, "Human Rights as a Common Concern" (GJR, 145-163)

January 27: David Sussman, "What's Wrong with Torture?" (GJR, 189-207)

February 1: Robert Goodin, "What's So Special about our Fellow Countrymen?" (GJR, 264-276)

February 3: David Miller, "The Ethics of Nationality" (GJR, 284-302)

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- Martha Nussbaum, "Patriotism and Cosmopolitanism" (GJR, 306-313)
- February 8: Immanuel Kant, "Perpetual Peace" (GJR, 319-330)
- February 10: Jurgen Habermas, "Kant's Idea of Perpetual Peace, with the benefit of Two Hundred Years' Hindsight" (GJR, 332-354)
- February 15: John Rawls, "The Law of Peoples" (GJR, 217-231)
- February 17: John Rawls, "The Law of Peoples" (GJR, 217-231)
- February 22: Peter Singer, "Famine, Affluence, and Morality" (GJR, 387-395)
- February 24: Leif Wenar, "What We Owe to Distant Others" (GJR, 397-409)
- Short Paper Due!
- March 1: Thomas Pogge, "Moral Universalism and Global Economic Justice" (GJR, 358-376)
- March 3: Thomas Pogge, "Eradicating Systemic Poverty: Brief for a Global Resource Dividend" (GJR, 439-452)
- March 8: Open
- March 10: Exam
- Spring Break
- March 22: St. Thomas Aquinas, "War, Sedition and Killing" (GJR, 469-478)
- March 24: J.S. Mill, "A Few Words on Non-Intervention" (GJR, 479-484)
- United Nations, Charter (GJR, 485-487)
- March 29: Thomas Nagel, "War and Massacre" (GJR, 488-500)
- Michael Walzer, "Noncombatant Immunity and Military Necessity" (GJR, 538-551)
- March 31: David Rodin, "Terrorism without Intention" (GJR, 553-566)
- April 5: Susan Okin, "Is Multiculturalism bad for Women?" (GJR, 588-596)
- April 7: Martha Nussbaum, "Capabilities as Fundamental Entitlements: Sen and Social Justice" (GJR, 598-611)
- April 12: Peter Singer, "One Atmosphere" (GJR, 667-686)
- April 14: Simon Caney, "Cosmopolitan justice, Responsibility, and Global Climate Change" (GJR, 689-707)
- April 19: Open
- April 21: Open Research Paper Due!
- April 28: Final Exam, 12-2

**Essential Questions:** Below are some questions that we will try to address during the course of the semester. These questions provide a more specific outline of the content of the course and launching points for research papers.

**Rights:** What are rights? Is there a difference between moral and legal rights? How might the difference be explained? How are rights connected to duties, obligations, and responsibilities? What are the bases of rights claims, whether moral or legal? Are rights best understood as grounded in fundamental human interests? Or are they grounded in liberty, autonomy, and the capacity for

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choice? Do rights claims rest on an underlying community? If so, in what kind of community are they based? What does it mean to say that rights are inalienable?

**Human Rights:** The preamble to the Universal Declaration of Human Rights says that it is a “common standard of achievement for all peoples and all nations.” What might this mean? More generally, what does it mean to say that human rights are universal? The Universal Declaration lists a number of articles that identify rights that “everyone has” or “is entitled to” and of which “no one” should be deprived. What rights are these? Do they fall into distinct types or kinds into which they can be categorized? Can you think of any rights that are missing from the Declaration’s list that should be included? Is there a human right to democratic institutions? Are there some rights that are on the list but that shouldn’t be included? Why? Does the Declaration identify any enforcement mechanism? Is this a problem? How should human rights violations be addressed? Is intervention in the domestic affairs of a nation justified to prevent human rights violations? Under what conditions would it be justified? Is the language of human rights adequate to conceptualize the existence of structural and systemic injustices such as exploitation and oppression?

**Global Poverty and Global Distributive Justice:** What is global poverty? What kind of deprivations do poor people suffer? What’s the connection between wealth, poverty and inequality? What kind of moral challenge does global poverty present? What kind of political challenge? Can acquiescence in the existence of global poverty be justified? Does global poverty raise issues of charity and humanitarian concern, or other issues of justice? Does global economic and political interdependence imply common principles of global distributive justice? In what respects, if any, does past historical injustice (unjust wars, slavery, colonialism, etc.) have implications for current global moral responsibilities? What reform proposals might address the problem of global poverty? Is the obligation to take action to address global poverty one that is individual or collective? Or both? Or neither? What are NGO’s and what place do they have in the debate over global poverty? Are NGO’s effective? How can we know? Is there a global justice movement? What are its goals? What moral and political issues of global justice does it raise? What are sweatshops? Are they morally justifiable? What alternatives are there to sweatshops? Should they be eliminated? Is it utopian to think that sweatshops can be eliminated or, more generally, that another form of globalization is possible? What makes something utopian?

**Nationalism, Sovereignty, and Cosmopolitanism:** Do national borders matter for moral concern? If so, how so? Are we justified in giving priority to our compatriots? On what grounds are we justified? Is patriotism a virtue? Is there a difference between patriotism and nationalism? What might it mean to be a citizen of the world? Do we have cosmopolitan obligations – that is obligations as

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members of a larger global community? If so, what is the basis of such obligations? What is their content? How might they be enforced? Is there a global public sphere? How should it be defined and what kind of political significance might it have? What role should the idea of global citizenship have in civic education? How are the different responsibilities of national and global citizenship to be understood? Is there a right to national self-determination? Do all peoples have a right to a sovereign state? How are a 'people' to be defined? What kinds of rights and powers does sovereignty entail? Do minority cultures have a right to secede, or alternatively the right to autonomy? Under what conditions would they have such rights? Apart from secession, should minority cultures be accorded special rights of citizenship?

**War, Peace, and Political Violence:** What is war? What are its causes? Is it ever justified? Under what conditions is war just or unjust? Who are the parties to a just war? What's involved in the distinction between *jus ad bellum* (justice in going to war) and *jus in bello* (justice in the conduct of war)? How do the intentions of the parties matter in the moral evaluation of war? When it comes to war, do the ends justify the means employed? What might it mean to say this? What's does the principle of double-effect say and how is it relevant to the issue of just war? When is it justified to intervene in another country's affairs? What is the 'war convention'? What are the requirements of military necessity? What are its limitations? What is non-combatant immunity? To whom does it apply? What is terrorism? Is terrorism always wrong? Can states be the perpetrators of terrorism or only non-state actors? What makes terrorism wrong?

**Historical or contemporary applications and case studies:** What are some significant human rights issues of contemporary concern? What makes the issue a human rights issue? What dimensions of human rights does the case raise? How might the issue be addressed from the human rights perspective? What are past examples of human rights violations or struggles for human rights from which we can learn? What similarities and differences are there between past movements for human rights and more contemporary movements? What specific problems of human rights or global justice does globalization raise? How can the current way be understood in accordance with human rights norms and just war theory?

### Student Learning Objectives:

**By the end of the course students should be able to provide an account of:**

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(i) specific philosophical questions of global justice such as the nature and justification of human rights, the definition of human well-being and flourishing, whether there are obligations beyond the borders of the state, the problem of moral distance and nature of moral and political responsibility more generally, whether war can ever be just or humanitarian intervention ever justified, the conditions under which a nation can rightfully secede or assert rights of self-determination, etc...;

(ii) different philosophical perspectives such as cosmopolitanism, statism, realism, utilitarianism, Kantianism, the capabilities approach, just war theory, pacifism, etc... on the pressing practical problems of global justice (world poverty, global inequality, war, terrorism, political violence, torture, secessionism, women's rights, environmental degradation, etc...);

(iii) central concepts and ideas implicated in discussions of global justice: rights and human rights, sovereignty, terrorism, justice, global poverty and inequality, moral and political obligation, development, national culture, just war, terrorism, torture;

(iv) Students should also demonstrate a willingness to engage in global issues through diverse media and contexts.

#### Student Learning Outcomes:

By the end of the course students should demonstrate writing and critical thinking skills enabling them to:

(iv) analyze fundamental ideas and concepts;

(v) identify the underlying assumptions or logical implications of different positions or propositions;

(vi) explain and critically evaluate arguments;

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(vii) identify, explain, and critically evaluate competing explanations of social, economic, and political phenomena;

(viii) develop a research project that addresses a philosophical question;

(ix) develop and defend a thesis through argumentation and the presentation of evidence, reasons, examples, and responses to objections;

(x) explain a thinker or text;

(xi) explore a concept or idea or explain a philosophical problem.

(xii) By the end of the course student will have engaged in a course related engagement activity such as (1) posting responses on a website or list-serve devoted to issues of human rights or global justice; (2) maintaining a journal that discusses problems of human rights and global justice in the context of current world events; (3) writing a review of a film or play or artistic performance that raises an issue related to global justice; or (4) participating in the ongoing Tuesday Times Roundtable.

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