

# PHIL 447/747: Global Justice

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Tues, Thurs 3-4:20pm  
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## *Course Objectives*

This course aims to introduce students to the problem of global distributive justice, with an emphasis on both theoretical accounts of justice and the practical implications of those accounts for important current global issues. Roughly the first half of the course will be devoted to important contemporary works which examine the nature of justice, the sources and limits of our moral obligations, and how and whether those notions of justice extend to global society. The second half of the class will focus on several apparent cases of global injustice and ask what our moral obligations are with regards to such issues as war, the environment, the status of women, and global economic policy.

In addition to familiarizing students with the contemporary literature regarding global justice and related issues, this course also seeks to help students strengthen their skills in reading, interpretation, and critical analysis. This course will be conducted as a seminar and will therefore emphasize in-class discussions rather than lecture. Students are expected to prepare for each meeting by completing all assigned readings before class, and to participate fully in each class discussion.

## *Required Texts:*

*Globalizing Justice*, Richard Miller  
*The Law of Peoples*, John Rawls  
*Making Globalization Work*, Joseph Stiglitz  
*Just and Unjust Wars*, Michael Walzer

## *Recommended Text (required chapter will be made available online):*

*Frontiers of Justice*, Martha Nussbaum

**All additional readings will be made available through Blackboard**

## *Course Requirements*

A Series of Short Response Pieces – 25%

*Students will be expected to write a number of 2-3 page short paper response pieces regarding some aspect of the assigned readings. Students may choose which readings to write on, with the following limit: No student may receive credit for more than one response piece per week. Each student is expected to write a total of 8 response pieces. Responses should clearly and accurately present one piece of the assigned reading, and then critically engage with that piece. Response pieces should be posted to blackboard no later than 6pm on the day before the reading's assigned date. Each student's 2 lowest-marked response pieces will be dropped.*

Term Paper & Paper Revision – 30%, 35%

*Each student will write a term paper of approximately 3000 words critically engaging with a topic or reading(s) from the semester. The term paper may be a more fully developed version of a short response piece, or an independent work. All term paper topics must be discussed with me in advance. The first version of the term paper is due no later than 3pm on **Thursday, November 14**. Graded papers with my comments will be returned at the end of class on Thursday, November 21. Students will substantially revise papers in light of my comments. Final revisions are due by 10pm on **Thursday, December 12**. Students are strongly encouraged to meet with me to discuss revisions to their papers. All meetings to discuss papers (drafts or revisions) must be scheduled in advance.*

Attendance & Class Participation – 10%

*10% of your grade consists of participation in in-class discussions of the readings and regular class attendance. You should attend each class ready to engage in discussion and critical assessment of the readings.*

### ***Important Dates to Keep in Mind***

Sept. 9: Drop deadline for tuition adjustment

Oct. 21: Mid-semester grades turned in

Nov. 4: Final drop deadline

Nov. 7: CLASS CANCELLED

Nov. 14: Paper draft due

Nov. 21: Paper drafts returned with comments

Nov. 28: No class, Thanksgiving vacation

Dec. 12: Final paper deadline.

### ***Class Policies***

#### Late Assignments, Attendance, & Participation

It is the responsibility of the student to have all assignments submitted no later than the assigned due date, and all readings completed before the beginning of each class meeting. All late assignments will be penalized half a letter grade (5 points) for every day or portion of a day that they are late. Attendance is not taken, but a pattern of missed classes will be noticed and will impact your attendance and class participation grade. We all have legitimate, unexpected events which keep us from being where we are supposed to be from time to time, but we are each also responsible for ensuring that such rare instances do not prevent us from meeting our overall obligations. As such, students are responsible for discovering on their own any material missed – requests from students to be informed of what they missed during an unexcused absence will be ignored. Class participation is an integral part of learning, and even more so of philosophical learning. All students are expected to contribute to the ongoing class discussion. Contributions to class discussion will be assessed on the basis of *quality* more than *quantity*. Quality contributions include statements grounded in evidence, argumentation, and reflective thinking.

#### Grading

Grades are assigned based on the following scale:

A	93.0+	C	73.0 – 76.9
A-	90.0 – 92.9	C-	70.0 – 72.9
B+	87.0 – 89.9	D+	67.0 – 69.9
B	83.0 – 86.9	D	60.0 – 66.9
B-	80.0 – 82.9	F	59.9
C+	77.0 – 79.9		

While I recognize that grade inflation has generated the expectation that a “B” should be fairly easy to achieve, and an “A” not too hard, it is not the case that instructors are obligated to inflate grades. I also recognize that receiving a lower grade than one has come to expect can be traumatic. However, in this class grades mean what they are intended to mean. A “C” is a satisfactory or average performance, and is nothing to be ashamed of. A “B” is a good performance, and something to be proud of. An “A” indicates outstanding or truly exemplary work.

#### Academic Integrity & Plagiarism

Plagiarism refers to the use of any ideas or words from another person or source without appropriate citation. All sources used for course assignments should be appropriately cited, including information found on the internet, class readings, and discussions. If you are unsure about whether or not to cite something, err on the side of caution. I have a zero-tolerance policy for cheating: any student found to have plagiarized on any assignment will receive a failing grade for the entire course, and all available institutional penalties will be sought.

### Technology in the Classroom

I put a great deal of time and effort into preparing for an interesting class discussion, and assume that you and your classmates do as well. When entering the classroom, I silence my phone and put it away. I expect you to do the same. If there is some urgent reason why you need to keep your phone on during a particular class period, please inform me at the beginning of class and keep your phone on vibrate. Students are permitted but strongly discouraged from using laptops during class. While I understand that typing can often be faster and easier than writing, my experience as both a student and as an instructor has been that using a computer during a discussion distracts from what is going on and leads to disengagement with those around you.

*If you wish to request an accommodation due to a documented disability, please see me and contact Disability Resources at [access@andrew.cmu.edu](mailto:access@andrew.cmu.edu) or 412-268-2013 as soon as possible.*

### **Outline of Topics & Tentative Schedule of Readings** (all dates & readings subject to change)

#### **Part I: Background in A Theory of Justice**

The first readings are intended to familiarize students with theoretical framework developed by John Rawls in his seminal book, *A Theory of Justice*, and to a lesser extent, *Political Liberalism*. Although these works were intended to address domestic justice, an understanding of this framework is presumed by many, if not all, of the readings we will cover in this class.

#### ***John Rawls' Theory of Justice (Aug. 29 – Sept. 3)***

Rawls, J. (1972). A Theory of Justice. Cambridge, Harvard University Press, ch. 1, §§1-4; ch. 2, §§11-13, 17; ch. 3, §§24-26.

Rawls, J. (1996). Political Liberalism. New York, Columbia University Press, lect. I, §2; lect. VI §1.

#### **Part II: Local vs. Global Obligations of Justice**

What is the difference between duties of compassion and duties of justice? Do we owe a duty of justice to foreigners? Or are duties of justice limited to those with whom we share a government or geographical area? If duties of justice apply universally, do they apply equally so and in the same way?

#### ***II.a: Compatriots & Foreigners (Sept. 5-12)***

- Nagel, T. (2005). "The Problem of Global Justice." Philosophy & Public Affairs 34(2): 113-147. **(Read only to p. 133 – the remainder of the article is optional.)**
- Miller, R. W. (2010). Globalizing Justice. Oxford, Oxford University Press, ch. 2
- Arneson, R. (2005). "Do Patriotic Ties Limit Global Justice Duties?" Journal of Ethics 9(1/2): 127-150.

#### ***II.b: Beyond Cosmopolitanism & Nationalism (Sept. 17)***

- Ronzoni, M. (2009). "The Global Order: A Case of Background Injustice? A Practice-Dependent Account" Philosophy & Public Affairs 37(3): 229-256.

### **Part III: Liberal Values and Human Rights**

How should we determine what justice obligations we have towards those in other countries? Is there a human right to a society governed by liberal values? Is there a limit to sovereign authority? How should the liberal value of toleration be weighed against the rights of those living under illiberal regimes?

#### ***III.a: The Original Position Revisited (Sept. 19-26)***

- Rawls, J. The Law of Peoples. Cambridge, Harvard University Press, parts I-II and §§15-16

#### ***III.b: A Human Rights Critique of the Two-Stage Process (Oct. 1)***

- Nussbaum, M. Frontiers of Justice. Cambridge, Harvard University Press, ch. 4

### **IV: Grounding Obligations of Global Justice**

On what basis or bases might we have moral obligations to assist those in great need? Does the very fact that we can afford to aid others generate a moral obligation to do so? What responsibilities do people in the developed world have to help people in the developing world, given the amount of resources we spend on frivolous or “luxury” items? Given vast disparities between developed and developing populations, in what ways is it permissible to transact with those in the developing world? What constitutes taking unfair advantage of another’s situation? Do citizens in the developed world owe a duty of restitution to the global poor based on our participation in and tacit support of a global system of institutions which impose harms on the developing world? Does profiting from the existence of injustice generate a duty to aid?

#### ***IV.a: Global Inequality and the Duty of Beneficence (Oct. 3-8)***

- Singer, P. (1972). "Famine, Affluence, and Morality." Philosophy & Public Affairs **1**(3): 229-243.
- Schmidtz, D. (2000). "Islands in a Sea of Obligation." Law and Philosophy **19**(6): 683-705.
- Miller, R. W. (2010). Globalizing Justice. Oxford, Oxford University Press, ch. 1

#### ***IV.b: Global Inequality and Exploitation (Oct. 10-15)***

- Valdman, M. (2009). "A Theory of Wrongful Exploitation." Philosopher's Imprint **9**(6).
- Miller, R. W. (2010). Globalizing Justice. Oxford, Oxford University Press, ch. 3

#### ***IV.c: Global Inequality and the Duty of Restitution (Oct. 17-22)***

- Pogge, T. (2005). "World Poverty and Human Rights." Ethics and International Affairs **19**(1): 1-7.
- Risse, M. (2005). "Do We Owe the Global Poor Assistance or Rectification?" Ethics and International Affairs **19**(1): 9-18.
- Anwander, N. (2005). "Contributing and Benefiting: Two Grounds for Duties to the Victims of Injustice." Ethics & International Affairs **19**(1): 39-45.
- Pogge, T. (2005). "Severe Poverty as a Violation of Negative Duties." Ethics and International Affairs **19**(1): 55-83.

## **Part V: Globalization & Its Impacts**

What has been the course of globalization, and is the current global structure fair? Do we have an obligation to ensure that the global regime is fair, and if so, what would a fair global enterprise look like? Who bears moral responsibility for the care of our planet, and what is the fair way to ensure that those in developing countries are not disproportionately affected by the global use of natural resources? How does globalization impact women? Does justice entail fighting on behalf of the rights of women who can't or won't fight for their own rights, or is such intervention just another form of unjustified imperialism?

### ***V.a: The History of Globalization and Development Economics (Oct. 24-29)***

- Stiglitz, J. (2007). Making Globalization Work. New York, W.W. Norton & Company, chs. 1-3

### ***V.b: Globalization & The Environment (Oct. 31 – Nov. 5)***

- Miller, R. W. (2010). Globalizing Justice. Oxford, Oxford University Press, ch. 4
- Stiglitz, J. (2007). Making Globalization Work. New York, W.W. Norton & Company, ch. 6

### ***V.c: Women & Globalization (Nov. 12-19)***

- MacKinnon, C. (2006). “Women’s September 11<sup>th</sup>: Rethinking the International Law of Conflict.” Are Women Human? Cambridge, Harvard University Press, pp. 259-278.
- Nussbaum, M. (2000). “Women’s Capabilities and Social Justice.” Journal of Human Development **1**(2): 219-247.
- Jaggard, A. (2005). “‘Saving Amina’: Global Justice for Women and Intercultural Dialogue.” Ethics & International Affairs **19**(3): 55-75.

## **Part VI: Justice & War**

Under what circumstances can a war be justly fought? Does self-defense constitute just cause, and does self-defense extend to preventative war? Can it ever be just to initiate a war on humanitarian grounds?

### ***VI.a: War & Self-Defense (Nov. 21-26)***

- Walzer, M. (1977). Just and Unjust Wars. New York, Basic Books, ch. 4
- Rodin, D. (2004). “War and Self-Defense.” Ethics & International Affairs **18**(1): 63-68.
- McMahan, J. (2004). “War as Self-Defense.” Ethics & International Affairs **18**(1): 75-80.
- Rodin, D. (2004). “Beyond National Defense.” Ethics & International Affairs **18**(1): 93-97.

### ***VI.b: Preventive War, Humanitarian War (Dec. 3-5)***

- Walzer, M. (1977). Just and Unjust Wars. New York, Basic Books, chs. 5-6
- Moellendorf, D. (2002). Cosmopolitan Justice. Boulder, Westview Press, ch. 5.