

PHILOSOPHY 447/747: GLOBAL JUSTICE

Fall 2015

TR, 2-3:20pm

Porter Hall 225B

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Office Hours: M 11am-noon and by appt.

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F 2-3pm and by appt.

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Course Description

Until recently, the dominant view of international relations has been that the governments and citizens of one country have no moral obligations to those beyond their borders. With the rapid growth in globalization has come a drastic shift in attitudes about our obligations to those with whom we share global institutions of trade but neither legal systems nor national identities. This course aims to introduce students to the problem of global distributive justice in the context of a globalized world, with emphases on both theoretical accounts of justice and the practical implications of those accounts for important current global issues. Theoretical topics will include the nature of justice, the sources and limits of our moral obligations, and how and whether those notions of justice extend to global society. Applied topics will include our obligations with regard to the environment, human rights deficits, the status of women, and global economic policy.

In addition to familiarizing students with contemporary debates within global justice, this course aims to help students strengthen their skills in analytic reading, interpretation, and writing. Assignments are therefore structured to emphasize writing and analysis rather than exams. The course will be conducted as a seminar (more below) and is intended to be discussion- rather than lecture-based.

Required Texts

Richard Miller (2010). Globalizing Justice. Oxford, Oxford University Press.

All other required readings will be made available via Blackboard.

Important Dates

Sept. 14: Drop deadline for tuition adjustment

Oct. 26: Mid-semester grades turned in

Nov. 9: Final drop deadline

Nov. 16: Term paper first draft due

Nov. 23: Peer review due

Oct 22 and/or Nov 5: CLASS MAY BE CANCELLED - TBD

Nov. 26: No class, Thanksgiving

Dec. 16: Term paper second draft due

Course Requirements

The assignments in this class are structured in such a way as to allow students the maximum freedom to triage their time as they feel best fits with their other obligations. The result is that while it is very easy to get ahead early in this class and thereby lighten your load at the end of the semester, it is also very easy to put off assignments until later in the semester, when you are already likely to be overburdened and stressed. It is also the case that the learning curve for reading and writing philosophical materials is steep, and early feedback will be important to you in improving your work. The class is structured this way intentionally: in addition to the subject material, I also want you to take away from this class the real world skills of being able to assess your abilities, manage your time, and set deadlines for yourselves.

Short Response Pieces – 25%

Beginning the second week of classes, students are expected to write a series of 1-2 page (double spaced) short responses to the readings that are assigned for a class meeting. Response pieces are due by **8:30am on the day for which the readings are assigned**. Each student is expected to write a total of 8 response pieces over the course of the semester, and can receive credit for at most one response piece per week. Response pieces should provide a clear exposition of the reading's central thesis and the argument(s) presented in favor of that thesis, and also either raise a critical objection to the argument or present a thoughtful question. The purpose of the short response piece is to demonstrate that you have both read the material closely, and thought about it enough to understand and engage with the central argument(s). Each student's lowest 2 response grades will be dropped.

First Term Paper – 25%

Each student will write a term paper of approximately 3000 words critically engaging with a topic relevant to the course. 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 approved by me in advance. Further details about the term paper will be provided in class. Your term paper is due no later than **12pm (noon) on Monday, November 16th**.

Peer Review – 10%

Once I have received your term papers, I will anonymize them and redistribute them randomly to other students. Each student will be required to write a review of the term paper they receive, not to exceed 1500 words. These reviews should critically but charitably discuss the paper under review, raise questions of interpretation, present worries and objections, and provide alternative possibilities. The goal of the peer review is to provide constructive criticism which will help the recipient to consider new objections and improve his or her work. Peer reviews are due no later than **12pm on Monday, November 23rd**.

Second Term Paper – 30%

Graded term papers with comments from both me and your peer reviewer will be returned to you by **Monday, November 30th**. Students will substantially revise (read: rewrite) papers in light of the comments received. Students are encouraged to meet with myself or Varnitha to discuss revisions to their papers. All meetings to discuss papers (drafts or revisions) must be scheduled in advance. Final papers are due no later than **10pm on Wednesday, Dec. 16th**.

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. See below for more details.

Students taking this course for graduate credit should see me to discuss course requirements.

Class Policies

Attendance and Participation

This class is discussion-based, and participation is an integral part of it. Philosophical inquiry is a joint endeavor, and the quality of the course will depend crucially on your thoughtful, considerate engagement with the readings and with each other. We will be discussing controversial topics about which many of you will have strong feelings. However our purpose in this class is to move past feelings and opinions, and to evaluate and provide reasoned arguments for and against various positions on these issues. Students should come to class having closely read and thought about all assigned materials. This requires, at a minimum, determining the key point the author is trying to establish or criticize, understanding why the author considers it to be important, identifying the reasons the author gives in support of the conclusion, and considering whether those reasons both (a) are true or correct, and (b) actually support the author's conclusion. Students are encouraged to take notes while reading, and to come to class with questions about and criticisms of the readings.

Late Assignments

It is the responsibility of the student to have all assignments submitted no later than the assigned deadline, 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. Requests for reasonable accommodation due to legitimate conflicts must be made in advance. Attendance is not taken, but a pattern of missed classes will be noticed and will impact your attendance and class participation grade. Missing a significant number of class meetings is also likely to impact your grade through your performance on class assignments. Students who miss class are responsible for discovering on their own or from classmates any material missed or changes to assigned readings or other course requirements. **Requests from students to be informed of what they missed during an unexcused absence will be ignored.**

Grading

Grades are assigned on the following scale:

A	90-100	D	60-69.9
B	80-89.9	R/F	0-59.9
C	70-79.9		

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” represents 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. There is a steep learning curve to reading and writing philosophy effectively. This is why your lowest 2 response paper grades are dropped – to give you the opportunity to learn from your mistakes and my

feedback early in the semester without your grade suffering later. This is another reason not to put off completing your required response pieces: so that you have more chances for feedback on your writing before the term paper is due.

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, in course readings, or from class 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 assignment, and at my discretion, for the entire course.** Additionally, all institutional penalties will be sought.

Technology in the Classroom

I and your classmates put a great deal of time and effort into preparing for an interesting class discussion, and you are expected to do the same. When entering the classroom, please place your phone on “silent” and put it away for the duration of our meeting. If there is an urgent need to keep your phone on during a particular class period, please inform me at the beginning of class, sit where you can leave the room without distracting others, and keep your phone on vibrate. Students are permitted but strongly discouraged from using laptops during class. While typing is faster than writing for many of us, using a computer during discussion significantly distracts from what is going on and leads to disengagement from those around you. While some users can successfully use a computer without multitasking, most cannot – it is hard not to take a down moment to check your email or look at your calendar. But studies have shown that this kind of multitasking during class not only causes the computer user’s learning to suffer, but also that of the students sitting nearby who can see the screen.¹ Moreover, recent research has shown that students take better notes, and learn more, when they take notes via longhand instead of on a computer.²

Videotaping and Audio Recording

Videotaping and audio recording are prohibited without the express written permission of the instructor.

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

¹ Sana, F., T. Weston and N. J. Cepeda (2013). "Laptop multitasking hinders classroom learning for both users and nearby peers." Computers & Education **62**: 24-31.

² Mueller, P. A. and D. M. Oppenheimer (2014). "The Pen is Mightier Than the Keyboard: Advantages of Longhand over Laptop Note Taking." Psychological Science **25**: 1159-1168.

Outline of Topics & Tentative Schedule of Readings

(All dates and readings are subject to change. You will always be informed at the end of each class meeting of what you are expected to read for the following meeting. Recommended readings are provided for students looking for more familiarity with the background literature or interested in further exploration of a particular topic. Recommended readings are not required and will not be discussed in class. Recommended readings are available from me upon request.)

Introduction to Global Justice

Our first meeting will be devoted to an introduction to some of the historical and factual context of this course. We will review data regarding the scope and severity of global poverty and will discuss some of the global institutional factors that may be relevant to the welfare of the global poor.

Sept. 1: Course introduction and overview

No assigned readings.

Part 1: Nationalism vs. Cosmopolitanism and the Strength of Global Interactions

What is the source of our moral obligations to help those who are worse off than ourselves? What is the proper scope of duties of justice? Do our compatriots have a greater claim on our aid than do foreigners, and if so, why? If duties of justice are limited to those with whom we share certain political institutions, which political institutions matter? And do we have an obligation to create the relevant kinds of political institutions if they do not already exist?

Sept. 3: Nationalism and Cosmopolitanism

Nussbaum, Martha. (1996). Patriotism and Cosmopolitanism. For Love of Country? J. Cohen. Boston, Beacon Press: 3-17.

Other recommended reading:

Held, David. (2005). *Principles of Cosmopolitan Order. The Political Philosophy of Cosmopolitanism.* Gillian Brock and Harry Brighouse. Cambridge, Cambridge University Press: 10-27.

Sept. 8: The Political Conception of Justice

Nagel, Thomas. (2005). "The Problem of Global Justice." Philosophy & Public Affairs 33(2): 113-147.

Other recommended reading:

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

Miller, Richard. (2010). "Compatriots and Foreigners." Globalizing Justice. Oxford, Oxford University Press, ch. 2.

Sept. 10: The Strength of Interactions

Julius, A.J. (2006). "Nagel's Atlas." Philosophy & Public Affairs 34(2): 176-192.

Other recommended reading:

Arneson, Richard. (2005). "Do Patriotic Ties Limit Global Justice Duties?" Journal of Ethics 9(1/2): 127-150.

Sept. 15: Reasons for Institutions

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

Part 2: Whose Responsibility, and Why?

On what basis might we be claimed to have moral obligations to help the global poor? Does our relative prosperity oblige us to contribute to efforts to eradicate poverty? Does benefiting from the fact of poverty generate special moral obligations? Do citizens of the developed world contribute to a system of institutions which actively harm those in the developing world?

Sept. 17: Why Care About Global Inequality?

Beitz, Charles. (2001). "Does Global Inequality Matter?" Metaphilosophy 32(1/2): 95-112.

2.1: Global Inequality and the Duty of Beneficence

Does the very fact that we have the resources to aid others imply that we have a moral obligation to do so? What responsibilities do we in the developed world have to those in the developing world given the amount we spend on frivolous or "luxury" items?

Sept. 22: The Principle of Sacrifice

Singer, Peter. (1972). "Famine, Affluence, and Morality." Philosophy & Public Affairs 1(3): 229-243.

Sept. 24: The Demandingness Objection

Fishkin, James. (1982). "The Zone of Indifference" and "The Famine Relief Argument". The Limits of Obligation. New Haven, Yale University Press, chs. 4 & 9.

Other recommended reading:

Miller, Richard. (2010). "Kindness and its Limits." Globalizing Justice. Oxford, Oxford University Press, ch. 1.

Schmidtz, David. (2000). "Islands in a Sea of Obligation." Law and Philosophy 19(6): 683-705.

Sept. 29: Against the Demandingness Objection

Sobel, David. (2007). "The Impotence of the Demandingness Objection." Philosopher's Imprint 7(8): 1-17.

2.2: Global Inequality and Exploitation

What does it mean to exploit someone? Does benefiting from another person's unfortunate circumstance generate special moral obligations to help that person?

Oct. 1: Exploitation

Valdman, Mikhail. (2009). "A Theory of Wrongful Exploitation." Philosopher's Imprint 9(6): 1-14.

Oct 6: The Non-Worseness Claim

Wertheimer, Alan. (2011). Selections from "The Interaction Principle." Rethinking the Ethics of Clinical Research: Widening the Lens. Oxford, Oxford University Press, ch. 6.

Oct. 8: Taking Advantage of Injustice

Miller, Richard. (2010). "Globalization Moralized." Globalizing Justice. Oxford, Oxford University Press, ch. 3.

Other recommended reading:

Malmqvist, Erik. (2013). "Taking Advantage of Injustice." Social Theory and Practice 39(4): 557-580.

Oct. 13: Contributing to and Benefiting from Injustice

Young, Iris Marion. (2006). "Responsibility and Global Justice: A Social Connection Model." Social Philosophy & Policy **23**(1): 102-130.

Other recommended reading:

Zoller, David. (2015). "Moral Responsibility for Distant Collective Harms." Ethical Theory and Moral Practice doi: 10.1007/s10677-015-9568-6 (epub ahead of print).

2.3: Global Inequality and the Duty not to Harm

What role do historical injustices play in determining our obligations to the global poor? Do citizens in the developed world participate in a system of global institutions which impose harms on the developing world?

Oct. 15: Justice in Rectification

Pogge, Thomas. (2005). "A Cosmopolitan Perspective on the Global Order." The Political Philosophy of Cosmopolitanism. Gillian Brock and Harry Brighouse. Cambridge, Cambridge University Press: 92-109.

Other recommended reading:

Risse, Mathias. (2005). "Do We Owe the Global Poor Assistance or Rectification?" Ethics and International Affairs **19**(1): 9-18.

Anwander, Norbert. (2005). "Contributing and Benefiting: Two Grounds for Duties to Victims of Injustice." Ethics & International Affairs **19**(1): 39-45.

Oct. 20: Pogge and the Western Mindset

Ci, Jiwei. (2010). "What Negative Duties? Which Moral Universalism?" Thomas Pogge and His Critics. Allison Jaggar. Malden, MA, Polity Press: 84-102.

Oct. 22: Reasons and Motives

Keller, Simon. (2015). "Motives to Assist and Reasons to Assist: The Case of Global Poverty." Journal of Practical Ethics **3**(1): 37-63.

Oct. 27: Pogge, Race, and Gender

Mills, Charles. (2010). "Realizing (Through Racializing) Pogge." Thomas Pogge and His Critics. Allison Jaggar. Malden, MA, Polity Press: 151-174.

2.4: Global Inequality and the Special Role of American Empire

Do the U.S. government or its citizens have special moral obligations to the global poor given the roles that American capitalism, aggression, and influence have played in the establishment and maintenance of the current global institutional framework?

Oct. 29 & Nov. 3: American Empire

Miller, Richard. (2010). "Modern Empire", "Empire & Obligation," and "Imperial Excess". Globalizing Justice. Oxford, Oxford University Press, chs. 5-7.

Part 3: Global Gender Justice

In what ways has globalization specifically impacted women? What role should respect for cultural differences play in how we characterize our moral obligations to women around the world? How should vulnerabilities specific to gender impact our theorizing about global justice?

Nov. 5: Cultural Differences

Okin, Susan Moller. (1997). "Is Multiculturalism Bad for Women?" Boston Review (October/November).

Nov. 10: The Capabilities Approach

Nussbaum, Martha. (2000). "Women's Capabilities and Social Justice." Journal of Human Development 1(2): 219-247.

Nov. 12: A Broader View of Oppression

Jaggar, Allison. (2005). "Saving Amina': Global Justice for Women and Intercultural Dialogue." Ethics & International Affairs 19(3): 55-75.

Nov. 17: Global Gender Justice

Jaggar, Allison. (2009). "Transnational Cycles of Gendered Vulnerability: A Prologue to a Theory of Global Gender Justice." Philosophical Topics 37(2): 33-52.

Jaggar, Allison. (2014). Selections from "'Are My Hands Clean?' Responsibility for Global Gender Disparities." Poverty, Agency, and Human Rights. Diana Tietjens Meyers. Oxford, Oxford University Press: 170-195.

Part 4: Global Environmental Justice

What are our moral responsibilities regarding global climate change? Are wealthy nations obliged to take on a greater share of the costs of mitigating climate change than poorer nations? Are individuals in wealthy nations morally obliged to change their consumption behaviors?

Nov. 19: Climate Change and the Tragedy of the Commons

Gardiner, Stephen M. (2006). "A Perfect Moral Storm: Climate Change, Intergenerational Ethics and the Problem of Moral Corruption." Environmental Values 15(3): 397-413.

Other recommended reading:

Gardiner, Stephen M. (2004). "Ethics and Global Climate Change." Ethics 114(3): 555-600.

Moellendorf, Darrel. (2014). "Discounting the Future and the Morality in Climate Change Economics." The Moral Challenge of Dangerous Climate Change: Values, Poverty, and Policy. Cambridge, Cambridge University Press, ch. 4.

Nov. 24: Individual Responsibility for Collective Harms

Sinnott-Armstrong, Walter. (2005). "'It's Not My Fault: Global Warming and Individual Moral Obligations." Perspectives on Climate Change: Science, Economics, Politics, Ethics. Walter Sinnott-Armstrong and Richard B. Howarth. Amsterdam, Elsevier: 293-315.

Dec. 1: Individual Responsibility for Collective Harms

Hiller, Avram. (2011). "Climate Change and Individual Responsibility." The Monist **94**(3): 349-368.

Dec. 3: Distributing Responsibility for Mitigation and Harm Avoidance

Caney, Simon. (2014). "Two Kinds of Climate Justice: Avoiding Harm and Sharing Burdens." Journal of Political Philosophy **22**(2): 125-149.

Dec. 8: Climate Change and Development

Moellendorf, Darrel. (2014). "The Right to Sustainable Development." The Moral Challenge of Dangerous Climate Change: Values, Poverty, and Policy. Cambridge, Cambridge University Press, ch. 5.

*Other recommended reading: Glazebrook, Trish. (2011). "Women and Climate Change: A Case Study from Northeast Ghana." Hypatia. **26**(4): 762-782.*

Dec. 10: Overflow day.