

**POLS1823E: Global Justice
Fall 2016**

**Brown University
Tuesdays 4:00-6:20 PM, J. Walter Wilson 402**

**Dr. Gianna Englert
8 Fones Alley, Rm 108
Office Hours: T and W 1-2 PM and by appointment**

In this course, we will explore some of the ethical problems associated with international politics. Do we have responsibilities to people beyond our own borders? What, if anything, do we owe the world's poor? Should we find global inequality morally troubling? Should we open our borders to those escaping war and persecution? Under what conditions – if any – should Western governments intervene to prevent human rights abuses or mistreatment in other sovereign states? Which norms or standards of justice can we invoke in responding to these questions?

In Part I of the course, will consider these questions (among others) by examining theoretical approaches to global justice, including discussions of human rights, Rawls' "law of peoples," and human capabilities. In Part II, we will discuss these questions in terms of ongoing debates in international politics: poverty and inequality, immigration and the status of refugees, and the ethics of intervention. Students will have the opportunity to explore other debates in their written work.

Required Texts:

Immanuel Kant, *To Perpetual Peace: A Philosophical Sketch*. Trans. Ted Humphrey; Indianapolis: Hackett Publishing, 2003. ISBN: 978-0-87220-691-5.

John Rawls, *The Law of Peoples*. Cambridge, MA: Harvard University Press, 2001. ISBN: 9780674005426.

Martha Nussbaum, *Creating Capabilities: The Human Development Approach*. Cambridge, MA: Belknap Press, 2011. ISBN: 9780674050549.

I have included links to certain readings throughout this syllabus. I will post other readings to Canvas as PDFs.

Course requirements:

1.) Attendance, Participation, and Role as Discussion Leader – 25%

In this course, we will examine some of the most puzzling, most enduring, and often most divisive questions of political life. The best way to approach such questions is through respectful discussion. When done well, this approach encourages us to examine our opinions by remaining open to challenge and disagreement. Your participation throughout the semester is vital to making this work. You will be assessed on the *quality* rather than *quantity* of your comments. The best comments are those that show you have read and thought about the issues for discussion

in any given week. Of course, you have to attend in order to participate. You are allowed two absences for the term before it impacts your grade.

In addition to regular, active participation in discussion, once a semester you will be asked to lead our class on that week's readings. As discussion leader, your job is to frame a debate or puzzle in global justice and pose a thoughtful question to the class to initiate conversation.

2.) Two short response papers (1000-1500 words) – 35%

Twice a semester, you will submit a short response paper to that week's readings. Rather than summarize, you should *respond* to the readings and evaluate them critically. Did the author(s) offer a persuasive take on a specific problem? Did their arguments fall short? Why or why not? Did some readings offer stronger arguments than others? How could flawed arguments be improved?

3.) Final paper (~3600-4500 words) – 40%

Your major project in this course will be a final paper, due during Finals Week. This project is not intended to be a research paper (though some outside research will be necessary). In other words, you should not just present the facts and debates surrounding a given issue. Instead, you should *argue* for a position in response to a specific problem or question in global justice. For example, what is the best way to address climate change? Is this truly an issue of global *justice*? In what respect? What kind of moral problem does it present?

Because this paper is meant to be developed over the course of the semester, you will submit a 1-2 prospectus and preliminary bibliography in late October. We will also meet one-on-one at least twice during the term so we can discuss your ideas.

Course-Related Time Expectations:

Over 14 weeks, students will spend 3 hours per week in class (42 hours total). Required reading for the seminar meetings is expected to take up approximately 7 hours per week (98 hours). In addition, writing and researching response essays and the final paper is estimated at total of approximately 40 hours over the course of the term.

Schedule:

Week 1 (9/13): Introduction to the Course: What do we mean by global justice? Is there such a thing?

“We’re All the 1 Percent,” *Foreign Policy*

<http://foreignpolicy.com/2012/02/27/were-all-the-1-percent/>

“Fewer refugees entering Europe than in 2015, but asylum backlog still growing,” *Pew Research Center*

<http://www.pewresearch.org/fact-tank/2016/09/06/fewer-refugees-entering-europe-than-in-2015-but-asylum-backlog-still-growing/>

Part I: Theories and Approaches

Week 2 (9/20): Classical Perspectives

Immanuel Kant, *To Perpetual Peace* (1795), entire (42 pages)

Thomas Hobbes, *Leviathan* (1651), Ch. 13
<http://www.bartleby.com/34/5/13.html>

Week 3 (9/27): Cosmopolitanism v. Nationalism: Do we have obligations across borders?

Joseph Mazzini, *The Duties of Man* (1858), Ch. V, “Duties to Country”

<http://people.umass.edu/hist101/Mazzini%20Duties%20of%20Man.pdf>

Robert Goodin, “What Is So Special About Our Fellow Countrymen?” *Ethics*, 98, no. 4 (1988): 663–686.

<http://fs2.american.edu/dfagel/www/Philosophers/Goodin/What%20is%20So%20Special%20about%20Our%20Fellow%20Countrymen.pdf>

Martha Nussbaum, “Patriotism and Cosmopolitanism” (1994), *Boston Review* article

<http://www.bostonreview.net/martha-nussbaum-patriotism-and-cosmopolitanism>

Gillian Brock, *Global Justice: A Cosmopolitan Account* (Oxford: Oxford University Press, 2009) Ch. 1. (Canvas)

Week 4 (10/4): Rawls’ “Realistic Utopia”

John Rawls, *The Law of Peoples* (1999), Parts I and II (p. 11-88)

Week 5 (10/11): Human Rights

Universal Declaration of Human Rights (1948)

<http://www.un.org/en/universal-declaration-human-rights/>

Charles Beitz, “Human Rights as a Common Concern,” *American Political Science Review* 95, no. 2 (2001): 269-282. (Canvas)

Samuel Moyn, *The Last Utopia*, Prologue, p. 1-10.

<https://www.sss.ias.edu/files/The%20Last%20Utopia.pdf>

Week 6 (10/18): Human Capabilities

Nussbaum, *Creating Capabilities: The Human Development Approach*, Preface and Chapters 1-3 (p. 1-68).

Week 7 (10/25): NO CLASS

TERM PAPER PROPOSAL DUE BY EMAIL (1-2 PAGES + BIBLIOGRAPHY)

Week 8 (11/1): Does global justice require global government?

Thomas Nagel, “The Problem of Global Justice,” *Philosophy and Public Affairs* 33, no. 2 (2005): 113-147.

http://www.law.uvic.ca/demcon/victoria_colloquium/Preseminar%20Readings/Nagel%20-%20The%20problem%20of%20global%20justice.pdf

Joshua Cohen and Charles Sabel, “Extra Republicam Nulla Justitia?” *Philosophy & Public Affairs* 34, no. 2 (2006): 147-175.

<http://philosophyfaculty.ucsd.edu/faculty/rarneson/phil267fa12/COHEN&SABEL.pdf>

*Recommended, not required: Friedrich Hayek, *The Road to Serfdom*, Ch 15: The Prospects of International Order (Canvas)

Part II: Issues in Global Justice

Week 9 (11/8): Poverty and Inequality I

- Mathias Risse, "Do We Owe the Global Poor Assistance or Rectification?" *Ethics and International Affairs* 19, no. 1 (2005): 9-18. (Canvas)
- Thomas Pogge, "Severe Poverty as a Violation of Negative Duties," *Ethics and International Affairs* 19, no. 1 (2005): 55-83. (Canvas)
- Alan Patten, "Should We Stop Thinking about Poverty in Terms of Helping the Poor?" *Ethics and International Affairs* 19, no. 1 (2005): 19-27. (Canvas)

Week 10 (11/15): Poverty and Inequality II: A free market approach

- Loren Lomasky and Fernando Tésou, *Justice at a Distance* (selections in Canvas)

Week 11 (11/22): Immigration, Borders, and the Status of Refugees

- Joseph Carens, "Aliens and Citizens: The Case for Open Borders," *Review of Politics*, Vol 29: No 2. (1987):
- John Isbister, "A Liberal Argument for Border Controls: Reply to Carens," *International Migration Review* 34, no. 2 (2000): 629-635.
- Michael Walzer, *Spheres of Justice: A Defense of Pluralism and Equality* (New York: Basic Books, 1983), Ch. 2.
<http://philosophyfaculty.ucsd.edu/faculty/rarneson/phil267fa12/9WALZERmembership.pdf>
- Matthew Lister, "Who are Refugees?" *Law and Philosophy* 32, no. 5 (2013): 645-671. (Canvas)
- "Ending Global Apartheid," interview with Economist Lance Pritchett
<http://reason.com/archives/2008/01/24/ending-global-apartheid>

***Recommended, not required:**

- Hannah Arendt, *The Origins of Totalitarianism* (1951), Ch. 9 "The Decline of the Nation-State and the End of the Rights of Man"
http://www.havenscenter.org/files/Somers_1_arendt.pdf

Week 12 (11/29): Humanitarianism and Intervention: Is intervention justified? Under what conditions? On what terms?

- John Stuart Mill, "A Few Words on Non-Intervention"
<http://www.libertarian.co.uk/lapubs/forep/forep008.pdf>
- Michael Walzer, *Just and Unjust Wars*, Ch. 6 – chapter on humanitarian intervention (Canvas)
- Chris Coyne, *Doing Bad By Doing Good: Why Humanitarian Action Fails* (selections in Canvas)
- James Pattison, "The Ethics of Humanitarian Intervention in Libya," *Ethics & International Affairs* 25, no. 3 (2011): 271-277.

Week 13 (12/6): Conclusion: Does Justice Require Democracy?

- Cohen, Joshua and Charles Sabel. "Global Democracy?" *NYU Journal of International Law and Politics* 37 (2005): 763-797

FINALS WEEK: Term Paper due December 18th