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## GLOBAL JUSTICE in Spring 2021 (LW3019)

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|-----------------------|----------------------------------------------------|-------------------------|------------------------------------------------------------------|
| <b>Course Code</b>    | LW3019                                             | <b>Professor(s)</b>     | Julian Culp                                                      |
| <b>Prerequisites</b>  | None                                               | <b>Office Number</b>    | G-L19                                                            |
| <b>Class Schedule</b> | F: 13:45-15:05 in G-009<br>T: 09:00-10:20 in G-009 | <b>Office Hours</b>     | Tuesdays and Fridays<br>15h15-16h00 as well as<br>by appointment |
| <b>Credits</b>        | 4                                                  | <b>Email</b>            | jculp@aup.edu                                                    |
| <b>Semester</b>       | Spring 2021                                        | <b>Office Tel. Ext.</b> | 618                                                              |

## Course Description

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This course equips students to analyze (self-)critically problems and conceptions of justice across, between and beyond states. In order to develop a solid understanding of the concept of global justice, the course starts off by examining some of the core problems, historical origins and contemporary realities of global justice. Following that, the course explores three major sets of questions about global justice. *First*, how should we think of the distributive inequalities across and between countries? We will investigate the *cosmopolitan* or *globalist*, *nationalist* or *statist* as well as *transnational* or *post-westphalian* answers to this question. *Second*, what are the demands of global justice in concrete contexts such as foreign aid, climate change, migration, trade, education, colonialism and race? We will juxtapose and discuss opposing views regarding the demands of justice in these contexts. *Third*, is the theorizing of global justice on the basis of liberal ideas about freedom and equality parochial or Western-centric? We will engage with philosophers arguing that this is the case and study African theories regarding concerns of global justice.

This course pays special attention to close reading and discussion of seminal texts from, among others, Immanuel Kant, Charles Beitz, Nancy Fraser and Charles Mills. Readings will be philosophical and social-scientific. The course will include *lectures*, *learning activities in small groups* and *seminar-style discussions* concerning key figures and texts, as well as major philosophical conceptions, political contexts and practical problems of global justice.

## Course Learning Outcomes

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To read with care and understand philosophical and multi-disciplinary texts on moral and political problems of contemporary globalization.

To analyze and evaluate moral- and political-philosophical arguments regarding their logical structure (or validity), adequacy (or soundness), and their effectiveness (or informativeness).

To develop and articulate a compelling philosophical position on at least one issue of

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contemporary globalization.

To effectively argue and communicate moral- and political-philosophical theories and arguments on contemporary globalization in both oral and written form.

## General Education

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## Course Outline

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### Schedule

*NB: This schedule is subject to change over the course of the semester.*

### Part I: Introduction or What is Global Justice?

#### Week 1

##### Jan 19 General Introduction

Optional reading: Singer, Peter. 1972. Famine, Affluence, and Morality. *Philosophy and Public Affairs* 1 (3), 229-43.

##### Jan 22 Global Economic Deprivation and Inequality

Required reading: Armstrong, Chris. 2019. "What is the Problem?" In *ibid. Why Global Justice Matters*. Cambridge: Polity Press, 1-23.

Further reading: Milanovic, Branko. 2016. *Global Inequality: A New Approach for the Age of Globalization*. Cambridge: Harvard University Press.

#### Week 2

##### Jan 26 On the Origin of Global Justice: The Idea of Cosmopolitan Right

Required reading: Kant, Immanuel. 1795. "Perpetual Peace." In *The Cambridge Edition of the Works of Immanuel Kant – Practical Philosophy*. Cambridge: Cambridge University Press, especially pp. 317-31.

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Further reading: Kleingeld, Pauline. 2016. "Kant's Moral and Political Cosmopolitanism." *Philosophy Compass* 11(1), 14-23.

## **Jan 29 Contemporary Realities of Global Justice**

Required reading: Held, David. 2010. "Cosmopolitanism: Ideas, Realities and Deficits." In *ibid. Cosmopolitanism*. Cambridge: Polity Press, ch. 1, especially pp. 27-39 and 50-58.

Further reading: Habermas, Jürgen. 2008. "The Constitutionalization of International Law and the Legitimation Problems of a Constitution for World Society." *Constellations* 15 (4), 444-55.

## **Part II: Conceptions of Global Distributive Justice**

### **Week 3**

#### **Feb 2 Cosmopolitanism or Globalism**

Required reading: Beitz, Charles. 1999. *Political Theory and International Relations*. Princeton: Princeton University Press, Part III, especially pp. 127-9, 143-53.

Further reading: Valentini, Laura. 2012. *Justice in a Globalized World*. Oxford: Oxford University Press, ch. 2 and 3.

#### **Feb 5 Nationalism**

Required reading: Miller, David. 2005. "Against Global Egalitarianism." *The Journal of Global Ethics* 9 (1/2), especially pp. 55-74.

Further reading: Macintyre, Alasdair. 1984. "Is Patriotism A Virtue?" University of Kansas: The Lindley Lectures.

**\*\*\*1st Short Essay is due.\*\*\***

### **Week 4**

**February 8th – 10th, Mini break 1, (no classes)**

#### **Feb 12 Internationalism or Statism**

Required reading: Rawls, John. 1993. "The Law of Peoples." In Freeman, Samuel (ed.), *John Rawls – Collected Papers*. Cambridge, MA: Harvard University Press, especially pp. 529-44.

Further reading: Martin, Rex and David Reidy (eds.). 2006. *Rawls's Law of Peoples*. Malden/Oxford/Victoria: Blackwell.

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## **Feb 16 A Human Rights-Based Critique of Internationalism or Statism**

Required reading: Pogge, Thomas. 2004. "Assisting the Global Poor." In Chatterjee, Deen. *The Ethics of Assistance*. Cambridge: Cambridge University Press.

Further reading: Brock, Gillian. 2009. *Global Justice*. Oxford: Oxford University Press.

### **Week 5**

## **Feb 23 Transnationalism or Post-Westphalianism**

Required reading: Young, Iris. 2006. "Responsibility and Global Justice: A Social Connection Model." *Social Philosophy & Policy*, especially pp. 102-25.

Further reading: Forst, Rainer. 2001. "The Idea of a Critical Theory of Transnational Justice." *Metaphilosophy* 32 (1-2), 160-179.

Further reading: Fraser, Nancy. 2005. "Reframing Justice in a Globalizing World." *New Left Review* 36, 69-88.

Further reading: Benhabib, Seyla. 2006. "Democratic Iterations: The Local, the National, and the Global." In *ibid. Another Cosmopolitanism*. Oxford: Oxford University Press, 45-82.

**\*\*\*2nd Short Essay is due.\*\*\***

**February 24th – 28th, Mini break 2, (no classes)**

## **Part III: Contexts of Global Justice**

### **Week 6 Foreign Aid**

#### **Mar 2**

Required reading: Easterly, William. 2006. *The White Man's Burden. Why the West's Efforts to Aid the Rest Have Done So Much Ill and So Little Good*. Oxford: Oxford University Press, ch. 1, 3-33.

Further reading: Hassoun, Nicole. 2012. *Globalization and Global Justice*. Cambridge: Cambridge University Press, ch. 4.

#### **Mar 5**

Required reading: Wenar, Leif. 2006. "Accountability in International Development Aid." *Ethics and International Affairs* 20/1, 1-23.

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Further reading: Culp, Julian. 2015. "Toward Another Development Practice." In Barcelos, Paulo and Gabriele de Angelis (eds.), *International Development and Humanitarian Aid*, Edinburgh: Edinburgh University Press, 79–107.

## **Week 7 Justice in Transnational Migration**

### **Mar 9**

Required reading: Carens, Joseph. 2013. "The Case for Open Borders." In *ibid. The Ethics of Immigration*. Oxford: Oxford University Press, ch. 11, 225-55.

### **Mar 12**

Required reading: Miller, David. 2016. "Closed Borders." In *ibid. Strangers in Our Midst*. Cambridge: Harvard University Press, ch. 4, 57-75.

Further reading: Blake, Michael and Gillian Brock. 2015. *Debating Brain Drain*. Oxford: Oxford University Press.

## **Week 8 Climate Change Justice**

### **Mar 16**

Required reading: Moellendorf, Darrel. 2015. "Climate Change Justice." *Philosophy Compass* 10 (3), 173-186.

### **Mar 19**

Required reading: Jamieson, Dale. 2015. "Responsibility and Climate Change." *Global Justice: Theory Practice Rhetoric* 8 (2), 23-42.

Further reading: Gardiner, Stephen et al. *Climate Ethics*. Oxford: Oxford University Press, 2010.

## **Week 9 Global Justice Through Education?**

### **Mar 23**

Required reading: Nussbaum, Martha. 1996. „Patriotism and Cosmopolitanism.“ In Cohen, Joshua (ed.). *For Love of Country*. Boston: Beacon Press, 3-20.

### **Mar 23**

Required reading: Andreotti, Vanessa und Lynn Souza (eds). 2012. *Postcolonial Perspectives on Global Citizenship Education*. London: Routledge, ch. 1 and 2.

## **Week 10**

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## **Mar 30 Historical Justice**

Guest lecture: Alasia Nuti (York University), Emancipation from the Unjust Past

## **April 2**

**Midterm-exam in class**

## **Week 11 (Post-)Colonialism**

**April 5, Easter Monday (no classes)**

**April 6, Faculty retreat (no classes)**

## **Apr 9 (Post-)Colonialism**

Lu, Catherine. 2011. "Colonialism as Structural Injustice: Historical Responsibility and Contemporary Redress." *The Journal of Political Philosophy* 19 (3), 261-81.

## **Week 12**

## **Apr 13 (Post-)Colonialism**

Kohn, Margaret. 2013. "Global Justice and Postcolonialism." *The Journal of Global Ethics* 9 (2), 187-200.

Further reading: Straehle, Christine (ed.). 2018. "Symposium on Catherine Lu: Reconciliation and World Politics." *Global Justice: Theory Practice Rhetoric* 11/2.

## **Apr 16 Race**

Required reading: Mills, Charles. 2019. "Race and Global Justice." In Bell, Duncan (ed.). *Empire, Race and Global Justice*. Cambridge: Cambridge University Press, 94-119.

## **Week 13**

## **Apr 20 Race**

Required reading: Donahue-Ochoa, Thomas. 2019. "The Global Racial Order." In *ibid. Unfreedom for All – How the World's Injustices Harm You*. Oxford: Oxford University Press, ch. 7.

Further reading: Mills, Charles. 1999. *The Racial Contract*. Ithaca: Cornell University Press.

## **Part IV: Globalizing Global Justice**

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## **Apr 23 Liberal and Western Parochialism**

Required reading: Flikschuh, Katrin. 2012. "The Idea of Philosophical Fieldwork: Global Justice, Moral Ignorance and Intellectual Attitudes." *The Journal of Political Philosophy* 22 (1), 1-26.

## **Week 15 African Philosophy and Global Justice**

### **Apr 27**

Required reading: Mbembe, Achille. 2000. *On the Postcolony*. Berkeley: University of California Press, ch. 1.

Further reading: Okeja, Uchenna (ed.). 2018. *African Philosophy and Global Justice*. London: Routledge.

## **April 29 – May 2, Reading days (May 1st, holiday)**

## **May 11, 15h00, Final Exam Session: Student Presentations**

**\*\*\*Term Paper is due.\*\*\***

## **Textbooks**

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This course doesn't have any textbook.

## **Attendance Policy**

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*Attendance* is required at *all* scheduled classes and will be taken every class. In case of absence, you should contact the instructor to explain the situation. You may miss up to 3 sessions without excuse – though each of these three unexcused absences will lower your participation grade. More than 3 unexcused absences will be reported to the *Student Development Team* and might result in a failing participation grade (0.00 score points). In the case of more than 7 absences, whether excused or unexcused, you might also be asked to withdraw from the course or receive a failing grade for the entire course. Absences may only be considered excused if they are officially excused, e.g. because of (medically documented)

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student illness, participation in course-related study trips, family emergency or an appointment with the immigration office.

It is the student's responsibility to make up work for the missed class and to communicate with the professor for that purpose. Attendance at all exams is mandatory. Students must be mindful of this policy when making their travel arrangements, and especially during the Drop/Add and Exam Periods.

Covid-19 temporary amendments:

Students studying at The American University of Paris are still expected to attend ALL scheduled classes. Due to the Covid-19 pandemic, students will have the option of attending classes remotely when special circumstances apply. For example, when students are placed under quarantine by the French authorities or by their doctor, or when students present symptoms of Covid-19 and are directed, by their doctor or the AUP Health Office, to remain home. It is still the student's responsibility to be aware of any specific attendance policy that their professor might have set in the course syllabus. In particular, Students attending remotely from distant Time Zones should check with their professors about the specific attendance policy for remote learners.

## Grading Policy

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### Requirements and Grading

| Requirement    | Relative Weight of Final Grade |
|----------------|--------------------------------|
| Midterm Exam   | 20%                            |
| 2 Short Essays | 30%                            |
| Term Paper     | 25%                            |
| Presentation   | 5%                             |
| Participation  | 10%                            |
| Annotations    | 10%                            |

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It is the students' responsibility to meet the administrative and academic requirements of this course. Make sure that you familiarize yourself with these requirements and that you plan your time and your work reasonably.

*Late* submissions may be marked down up to 3.00 score points per day (24 hours) of lateness. For example, if you submit a 94.00/A/4.0 reading response 10 hours late, you may receive 91.00/A-/3.7. An extension can only be granted if you apply for it *before* the deadline expires.

Please remember that the readings and assignments are meant as springboards for your own independent and hopefully rewarding exploration of the topic.

### **Midterm Exam**

After the first half of the course you will be expected to review the material and write an exam. The exam will consist of a set of questions on the materials covered in the course. These questions will contain knowledge questions regarding key terms and intellectual positions as well as short essay questions that ask you to *reconstruct* and *discuss* philosophical texts and arguments that this course addresses. More information will be provided along the semester.

### **Short Essays**

You will be expected to write 2 short essays to set questions that concern the readings. You can find these set questions on Blackboard. These short essays will guide your reading, foster your understanding and assessment of the texts, and prepare you for classroom discussions.

The short essays should be about *1000 words* each. They should be submitted via Blackboard as PDF file or *Word* document (.doc or .docx) or *PDF* file *by 23h59* on the day on which day are due. The font should be Times New Roman, the font size should be 12 pt., the spacing should be 1.5, and the name of the file should be YourLastName\_Essay\_1/2.doc(x). More information will be provided along the semester.

### **Term Paper**

At the end of the course, you will be expected to write a term paper of *about 3,000 words* in

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which you answer a question from a list of set questions. The paper should be uploaded on Blackboard (Times New Roman, 12 pt., 1.5 spaced, file name: YourLastName\_TermPaper.doc(x)) by 23h59 on the day on which day are due.

The aim of the term paper is to discuss a philosophical question based on the texts and theories you have encountered in the course. Your discussion should include (1) *an analysis* of key conceptions and arguments regarding content and structure, and (2) *a critical assessment* of the coherence, empirical adequacy, and normative soundness of the arguments and the position under consideration, and (3) *the defense of a thesis* you choose to adopt for the purpose of this assignment by producing effective arguments *for* this thesis and rebut relevant arguments *against* it.

Help the reader to follow your line of reasoning by making it explicit: An introduction should outline what you will present and why it is interesting. The main body should develop your argument(s) step by step, and a conclusion should sum them up, with a final evaluation of your findings.

*Grading Criteria for the Short Essays and the Term Paper:*

|                                                                   |     |
|-------------------------------------------------------------------|-----|
| Coherence and strength of the argumentation                       | 30% |
| Clarity and elegance of structure and writing                     | 30% |
| Adequate use of relevant primary texts (and secondary literature) | 15% |
| Correctness of form                                               | 15% |
| Originality of the thesis                                         | 10% |

**Presentation during Final Session**

We will have a presentation session during the final session. This will give you the opportunity to present in a highly condensed manner the central thesis of your term paper within *no more than 5 minutes*.

*Grading Criteria for the Presentation:*

|                                             |     |
|---------------------------------------------|-----|
| Coherence and strength of the argumentation | 30% |
| Clarity and elegance of the presentation    | 30% |
| Convincing examples                         | 20% |
| Engagement with the audience                | 20% |

**Participation**

Students are expected to come to every class meeting on time and be prepared to participate

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actively. The *student's preparation* includes, in particular, the careful reading of the assigned texts in advance of the planned session. When reading you should take notes and excerpt the core ideas of the texts – that is, you should engage in active reading.

Your participation grade will be assigned based on your *participation in class throughout the semester*. Your class participation throughout the semester will be assessed based on the following rubric (adapted from Bean, John and Peterson, Dean. 1998. "Grading classroom participation." In: *New Directions for Teaching and Learning* 74, 33-40). Absences or tardiness will also result in a lower class participation grade. If you are more than 10 minutes late, you might be marked absent. Punctuality is essential for undisrupted and efficient coursework.

|                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>A</b>                   | A student will receive an <b>A</b> if he/she: comes to class prepared; contributes readily to the conversation; doesn't dominate it; makes thoughtful contributions that advance the conversation; and shows interest in and respect for others' contributions and views.                                                                                                                                                                                                                                                                                                               |
| <b>B</b>                   | A student will receive a <b>B</b> if he/she: comes to class prepared; makes thoughtful comments when called upon; contributes occasionally without prompting; and shows interest in and respect for others' contributions and views. This grade may also be appropriate for an active participant whose contributions are less developed or cogent than those of students who deserve an <b>A</b> .                                                                                                                                                                                     |
| <b>C</b>                   | <p>A student will receive a <b>C</b> if he/she: comes to class prepared and listens attentively, but does not voluntarily contribute to discussions and gives only minimal answers when called upon.</p> <p>A student will also receive a <b>C</b> if he/she participates in discussion, but in a problematic way. Such students may talk too much, make rambling or tangential contributions, continually interrupt with digressive questions, bluff their way when unprepared, or otherwise dominate discussions, not acknowledging annoyance from instructors or other students.</p> |
| <b>D</b><br>or<br><b>F</b> | A student will receive a <b>D</b> or <b>F</b> if they often seem on the margins of the class and may have a negative effect on the participation of others. Such students often don't participate because they haven't come to class prepared. Students receiving an <b>F</b> may be actually disruptive, radiating negative energy via hostile or bored body language, or be overtly rude.                                                                                                                                                                                             |

## Annotations

*Due by midnight before each class period. (E.g. Monday and Thursday 11:59 PM.)*

To encourage you to keep on top of your reading, we will ask you to submit 3 *annotations for each reading*. The assignments will be set up on Perusall, which is linked to the Blackboard site for the class. This will be a collective exercise, as your fellow classmates will see your annotations. We will also use the annotations as a springboard for our class discussions.

Annotation is a personal act, and your engagement with the text will vary. But here are a couple of ideas of how you can annotate a text. You could focus on some or all of the following:

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- Definitions of confusing words. Look up and find the definitions of words that seem unfamiliar or confusing to you.
  - Concepts. Underline what you think are the most foreign, novel, or challenging difficult concepts.
  - Tone or Rhetorical Strategies. What are the rhetorical strategies of the text? Does the writer use tone to make a point? What is the tone of the text—sarcastic, sincere, funny, etc.
  - Biases. What are the writer's biases? What assumptions does the writer employ that are stated or unstated? What are your own assumptions when you come to the text?.
  - Responses. Is there something troubling in the text that you are grappling with? What are some questions that the text generated? Note your own immediate reactions to certain claims in the text.
  - Connections. Put the text in dialogue with other readings from the semester. How are the texts similar? How are they different?

And here is a useful link to a post on annotation as a creative act:

<https://web.hypothes.is/blog/back-to-school-with-annotation-10-ways-to-annotate-with-students/>

*Grading Scheme for All Requirements and for the Entire Course:*

| <b>Letter Grade</b> | <b>4.0 Scale</b> | <b>Score</b> | <b>Meaning</b> |
|---------------------|------------------|--------------|----------------|
| A                   | 4.0              | 94.00-100.00 | Excellent      |
| A-                  | 3.7              | 90.00-93.99  | Excellent      |
| B+                  | 3.3              | 87.00-89.99  | Good           |
| B                   | 3.0              | 84.00-86.99  | Good           |
| B-                  | 2.7              | 80.00-83.99  | Good           |
| C+                  | 2.3              | 77.00-79.99  | Satisfactory   |
| C                   | 2.0              | 74.00-76.99  | Satisfactory   |
| C-                  | 1.7              | 70.00-73.99  | Satisfactory   |
| D+                  | 1.3              | 67.00-69.99  | Unsatisfactory |
| D                   | 1.0              | 64.00-66.99  | Unsatisfactory |
| D-                  | 0.7              | 60.00-63.99  | Unsatisfactory |
| F                   | 0                | 0.00-59.00   | Failure        |

**Other**

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## English Language Proficiency

As an Anglophone university, AUP is strongly committed to effective English language mastery at the undergraduate level. Most courses require scholarly research and formal written and oral presentations in English, and AUP students are expected to strive to achieve excellence in these domains as part of their course work. To that end, the evaluation includes English proficiency. Students can obtain help on specific academic assignments in the university *Writing Lab*. For more information, please visit <https://www.aup.edu/academics/academic-and-career-resources/academic-resource-center/writing-lab> – email: [writinglab@aup.edu](mailto:writinglab@aup.edu).

## Academic Misconduct

All work that you submit must be your own. Your sources must be properly cited. Direct quotations from others must be in quotation marks. If you have questions about how to attribute your sources, talk to the professor or to the staff of AUP's *Writing Lab* within the Academic Resource Center: <https://www.aup.edu/academics/academic-and-career-resources/academic-resource-center/writing-lab> – email: [writinglab@aup.edu](mailto:writinglab@aup.edu).

*Plagiarism* is a serious academic misconduct and will be dealt with accordingly. You should familiarize yourself with the university's policy on plagiarism at <http://www.aup.edu/academics/offices-resources/academic-resource-center/writing-lab/plagiarism>. For the sake of fairness and academic integrity, there will be no tolerance with plagiarism and other such forms of academic misconduct. Any conduct, whether intentional or unintentional, which creates the impression that some of the coursework you submit for grading is your own achievement when it is not will be reported to the *Academic Integrity Office* and may result in an "F" grade for the whole course.

Sometimes students present alien work as their own not because they want to earn an unfair advantage over their peers but rather because they feel unable to cope with the workload for some academic or personal reason. If this is the case, please do not hesitate to contact the professor or AUP's student guidance counselors Pamela Montfort via [pmontfort@aup.edu](mailto:pmontfort@aup.edu) or Charlotte Vernier via [cvernier@aup.edu](mailto:cvernier@aup.edu). There is a lot that can be done to help you!