

Pol 362: Global Justice

Fall 2013
W 1:30 – 4:00pm, Stokes 018

Professor Craig Borowiak

Office: Hall 214

Office Hours: Thurs 2:00 – 4:00 (or by appointment)

E-Mail: cborowia@haverford.edu

This course considers some of the major political theoretical writings about issues of global justice.

Course Dynamics:

Participation:

This is a discussion-based seminar. The success of the class depends above all else upon your participation, including your willingness to share your questions, interests, ideas and energy, as well as your willingness to listen to the questions, interests, and ideas of others. Coming prepared to discuss what you've read will be indispensable. Since discussions tend to be more successful when participants take and defend positions, I encourage you to actively explore new arguments in the classroom— try them on, see how they fit, even if it means stepping out of character. I will freely call on students to speak.

Classroom Etiquette and Protocols:

- Be respectful of other students, but understand that critique can also be a sign of respect. Do not be afraid to challenge other students and the professor, but do so respectfully.
- NO TEXT-MESSAGING in class.
- Any student who misses more than three weeks of class may face dismissal from the course

Assignments

1. Response Papers

Each week, each student will write a one-page, single-spaced analytic essay focusing on an interesting or problematic aspect of the week's readings. These should not be summaries or reviews. In these essays (or on a separate page) you should also develop a set of at least THREE discussion questions you would like to see us address during class-time.

Essays should be submitted via Moodle by **8PM** the day before class. You should **ALSO** bring a printed copy of your essay to class. You are expected to read one another's essays before class.

2. Annotated bibliography + 5-page research proposal

3. 20-25-page Research Paper OR Literature Review

Research Paper

If you choose this option, you will be asked to write a 20-page research paper on a topic of your own choosing related to the course. This is meant to be a semester long project and you will be encouraged to begin working on your research as early as possible. The paper should make an argument, and should

include both historical/empirical detail and theoretical analysis of some aspect of global governance and democracy. You are welcome to use course materials, but are expected to also use outside sources.

Literature Review

If you choose this option, you will be asked to write a review of the academic literature discussing a theme of your own choosing. This is meant to be a semester long project and I cannot emphasize enough the importance of not putting it off until late in the semester. For this, you will be expected to display a command of the different sorts of positions being taken on the topic you have chosen. This doesn't mean you have to read everything in its entirety. But it does mean that you should strive to identify where the different voices in discussions of the topic fit vis-à-vis one another. Hopefully, you will also be able to frame your review in a manner that opens up directions insufficiently explored in the literature, and thereby directions that you might want to explore in a future project, if you are doing one. You are welcome to include course materials, but are expected to go well beyond them.

4. Paper Presentations/Discussions

The final three weeks of the course will be devoted to presenting and discussing your research projects. Each of you will sign up for a class period during which your research topic will be discussed. Each student will be given approximately 45 minutes of class-time to discuss his/her project, what difficulties are being faced, and what conclusions are being drawn. One week before your allotted class time, you should assign any readings to the class that you think would help us understand your project. And at least three days before your class period, you should send as much of your own written material to the entire class as you feel comfortable sending. At the very least, this should include an abstract and an outline of your project. Assuming everyone will have read your material, your actual presentation should be a concise re-statement of your project. This is also a time for you to raise questions or difficulties you would like help with. As these presentations are meant to help you get and give additional feedback on works in progress, the majority of the allotted time should be devoted to class discussion of your project, rather than to your presentation of it. The flipside of this is that when someone else is presenting, you are expected to actively contribute to a productive discussion of his/her project.

Additionally, each of you will be assigned to respond specifically to one other student's project and presentation. You will be expected to meet outside of class to discuss his/her project.

Evaluation (approximate)

Participation & Response papers	20%
Annotated Bibliography and Research Proposal:	15%
Research Project	50%
Presentations	15%

Books:

The following books are or will be available at the bookstore:

- Lisa A. Baglione, *Writing a Research Paper in Political Science*, 2nd edition (Congressional Quarterly Press, 2012)
- John Rawls, *The Law of Peoples* (Harvard University Press)
- Iris Marion Young, *Responsibility for Justice* (Oxford University Press)
- Brown and Held (ed), *The Cosmopolitanism Reader* (Polity Press)

SCHEDULE
(subject to change)

W, Sept 4 **Introductions**

Background Reading

Michael Blake (2005), “International Justice” in *Stanford Encyclopedia of Philosophy* online. <http://plato.stanford.edu/entries/international-justice/>

“Cosmopolitanism” in *Stanford Encyclopedia of Philosophy* online.
<http://plato.stanford.edu/entries/cosmopolitanism/>

W, Sept 11 **Research: The Literature Review**

Philippe Schmitter, “The design of social and political research,” in *Approaches and Methodologies in the Social Sciences*, 263-295 (Moodle)

Lisa A. Baglione, *Writing a Research Paper in Political Science*

- “Getting Started: Finding a Research Question” (13-29)
- “Addressing the Scholarly Debate: The Literature Review” (57-72)

****Factsheet Assignment Due****

Topic: The Early Debate—Spaceships, Lifeboats, and Ponds

Peter Singer, “Famine, Affluence, and Morality” (1972) (Moodle)

Garrett Hardin, “Lifeboat Ethics: The Case against Helping the Poor” (1974) (Moodle)

Onora O’Neill, “Lifeboat Earth” (1975) (Moodle)

Thomas Nagel, “Poverty and Food: Why Charity is Not Enough” (1977) (Moodle)

W, Sept 18 **Research: Library Skills**

Research Skills Workshop – Meet in Magill Library

Topic 1: Kantian Cosmopolitanism

Kant, “Idea of a Universal History with a Cosmopolitan Purpose” (Reader 17-26)

O’Neill, “A Kantian Approach to Transnational Justice” (Reader 61-80)

Topic 2: Rawls & the Liberal Theory of Justice

John Rawls, *Justice as Fairness*, pp. 1-26, 39-57 (Moodle)

Brian Barry, *The Liberal Theory of Justice*, 128-133 (Moodle)

Charles Beitz, “Justice and International Relations” (Reader 85-99)

W, Sept 25 **Research: In-Class Feedback**

Student project presentations

****Research Topics Due****

Topic: Law of Peoples

John Rawls, *Law of Peoples* (pp 3-128)

W, Oct 2

Research: In-Class Feedback

Student project presentations

Topic 1: Cosmopolitan Global Justice

Thomas Pogge, "What is Global Justice?" (Moodle)

Thomas Pogge, "World Poverty and Human Rights" (Moodle)

Brain Barry, "International Society from a Cosmopolitan Perspective" (Reader 100-113)

Simon Caney, "International Distributive Justice" (Reader, 134-150)

Topic 2: Nationalist Responses

David Miller, "Cosmopolitanism" (Reader 377-392)

Thomas Nagel, "The Problem of Global Justice" (Reader, 393-412)

Michael Ignatieff, "The Narcissism of Minor Difference" (Moodle)

W, Oct 9

Research: In-Class Feedback

Student project presentations

*** Preliminary Research Proposals Due on Friday, Oct 11 ***

Topic: Iris Marion Young

Iris M. Young, "Displacing the Distributive Paradigm" (Moodle)

Iris M. Young, "The Five Faces of Oppression" (Moodle)

Iris M. Young, *Responsibility for Justice* (chs. 1, 2, 4, 5, 6)

OCT 11 – 20 FALL Break

W, Oct 23

Research: In-Class Feedback

Student project presentations

Topic: Global Environment. Global Justice

Peter Singer, *One World*, Chapter Two (Moodle)

Patrick Hayden, "The Environment, Global Justice and World Environmental
Citizenship" (Reader 351-372)

Dale Jamieson, "The Nature of the Problem" (Moodle)

Stephen M. Gardiner, "Climate Justice" (Moodle)

Paul Baer, "International Justice" (Moodle)

Richard Howarth, "Intergenerational Justice" (Moodle)

Kerri Woods and John Barry, "Environment," (Moodle)

Julian Agyeman et al., *Environmental inequalities beyond borders* (chs. 1-3)

W, Oct 30 **Research: In-Class Feedback**
Student project presentations

*** Annotated Bibliography Due on Friday, Nov 1 ***

Topic: Precarity & the new Global Political Economy

Guy Standing, *The Precariat* (Selections) (Moodle)
David Harvey, “Uneven Geographical Developments”(Moodle)
Spivak, “General Strike” (Moodle)
Geoff Bailey and Kyle Brown “The rise of the “precariat”?” (Moodle)

Additional Readings TBA

W, Nov 6 **Research: In-Class Feedback**
Student project presentations

Topic: Critical Cosmopolitanism & Postcolonial Justice

Boavenura de Sousa Santos, “The World Social Forum as Counterhegemonic Globalization” (Moodle)
Linda Smith, *Decolonizing Methodologies* (Selections)(Moodle)
Farah Godrej, “Toward a Cosmopolitan Political Thought: the Hermeneutics of Interpreting the ‘Other’” (Moodle)

W, Nov 13 **Research: In-Class Feedback**
Student project presentations

Topic: Hospitality, Justice, Statelessness

Jacques Derrida, “On Cosmopolitanism” (Reader, 413-422)
Jacques Derrida, ‘Hospitality,’ [1997] Angelaki. 5(3) 2000: 3–18
Arendt, “The Origins of Totalitarianism” (selections)
Additional Readings TBA

W, Nov 20 **Research & Writing**

Lisa A. Baglione, *Writing a Research Paper in Political Science:*
- “Effectively Distilling Your Argument: The Thesis, Model and Hypothesis” (73-88)
- “Making Your Plan and Protecting Yourself from Criticism: The Research Design” (99-130)

W, Nov 27 Student Presentations
W, Dec 4 Student Presentations
W, Dec 11 Student Presentations