

GLOBAL JUSTICE

Professor Benjamin Gregg
GOV 335M ▫ Unique N^o. 85363
Meets MTuWThF 8:30-10 in CMA A5.136
Flags ▫ ▫ Ethics & Leadership ▫ ▫

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Office Hrs ▫ Tu/Th 10-11:30
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Global Cultures ▫ ▫ Writing

This seminar offers an overview of some of the most important contemporary theories on core issues of justice across national borders, including sovereignty, rights to self-determination, nationalism, cosmopolitanism, global poverty and international distributive justice, the social and legal status of women, terrorism, and human rights. The seminar requires the close reading and careful analysis of assigned texts; active participation in student-centered classroom discussions of each issue; and the composition of essays, each critical, analytical, and thesis-driven.

READINGS: Drawn from *The Global Justice Reader*, ed. T. Brooks (2008).

ATTENDANCE: Students may be absent without excuse no more than three times. Attendance is required on all other days and each such failure will reduce a student's final grade by one letter. Please note that "attendance" in the preceding sentence refers to the time at which I call roll each morning. The grade-penalty kicks-in at that point. At the instructor's discretion, an excuse for an absence will be honored solely if warranted, and if documented by a written petition, accompanied by a letter from a physician or other appropriate person.

EVALUATION: A student's final grade will be the average of three essays. All essays are to be uploaded to the seminar's Blackboard site. No late essays accepted under any circumstances. The final grade will be adjusted to reflect the quality of the student's in-class participation described immediately below.

IN-CLASS PARTICIPATION: Students will be divided into several groups such that each student will participate in two or three of the eight formal class discussions.

1. Students assigned to a particular class discussion are collectively in charge of that day's discussion as the "**agenda-makers**" for that session. By 4 pm the day before the discussion, every student in the class shall submit, as a "thread" to the following day's "forum" on our seminar's Blackboard site, a brief, critical, thoughtful, textually based analysis of (or questions about) both of the articles in the unit assigned. In all cases, students shall cite the text with page numbers. Each failure to submit a "thread" will lower the student's final grade by one letter.

2. Beginning July 14, each discussion session the agenda-makers will prepare their **agenda** by selecting and editing, from all class submissions, a brief list of points and questions to direct our discussion that day. The agenda-makers will post the agenda (as a thread to that day's forum) to Blackboard by 10 pm the night before the discussion session. Each failure to submit a thread will lower the student's final grade by one letter. Each failure to submit an agenda will lower the final grade of each of the agenda-makers by one letter.
3. **On submissions:** Keep your comments brief, and never longer than a paragraph. Always compare the two readings one with the other. You may critically analyze the readings for the day; bring up something in the texts you found interesting or suggestive that the class should discuss; or ask questions of the assigned readings. Each agenda-maker must also submit a thread.
4. **Directions for the agenda-makers:** In the agenda (a) identify the author of each submission used; (b) capture some of the diversity in perspective within each group of submissions; (c) construct the agenda in ways that encourage student-to-student dialog; (d) an agenda need not resemble previous agendas; be creative; (e) a useful agenda may be larger than the time available to us in seminar: it allows us in seminar to choose from among points (so have no regrets if we do not "complete" the day's agenda).
5. **On agenda making:** The agenda need not be comprehensive. Keep in mind that we have limited time to discuss the agenda, so the key is *focus*. For example, identify overlaps among the submissions, or questions that come up repeatedly. The goal is to facilitate a thoughtful, textually informed discussion among students. You might want to organize the agenda around a small number of questions that you think are particularly important to our analysis of the readings.

ESSAYS: For each of the essays the instructor will provide a list of topics from which students may choose (students may also develop their own topic in consultation with the instructor). Students may modify the topic chosen in ways that suit the logic of their argument. Each essay should develop original insights about our authors, in the student's own and unique voice. Avoid glosses of our authors. Please (a) formulate a clear thesis and state it within the first paragraph of your essay, (b) then defend that thesis with clear, rationally plausible, discursive arguments and support both your thesis and your arguments through close textual analyses of our assigned readings while (c) drawing on one or more carefully chosen concrete examples. (d) Consider each reading or author on its own terms before submitting it to your careful and thoughtful critique. This entails "reconstructing" the part or parts of the theory you draw upon. (e) Define all key terms. State explicitly your interpretation of the theorists' concepts you use; never assume that your reader understands either the concept or your particular interpretation of it. (f) Write as concisely and clearly as possible. Avoid convoluted sentences and overuse of adjectives. Avoid run-on paragraphs. Be very thoughtful about appropriate word-choice. (g) Provide complete page references for all textual references.

SCHEDULE OF READINGS, SESSIONS, AND ASSIGNMENTS

Monday, July 11 • Introduction

1. SOVEREIGNTY

Tuesday, July 12 • Thomas Hobbes, *Leviathan*

Wednesday, July 13 • Charles Beitz, “A State of Nature”

Thursday, July 14 • *Class discussion of sovereignty*

2. RIGHT TO SELF-DETERMINATION

Friday, July 15 • A. Margalit and J. Raz, “National Self-Determination”

Monday, July 18 • Allan Buchanan, “Theories of Succession”

Tuesday, July 19 • *Class discussion of a right to self-determination*

3. NATIONALISM AND PATRIOTISM

Wednesday, July 20 • R. Goodin, “What is So Special about Our Countrymen?”

Thursday, July 21 • David Miller, “The Ethics of Nationality”

Friday, July 22 • *Class discussion of nationalism and patriotism*

Sunday, July 24 (*no meeting*) • **Upload first essay to Bb by noon**

4. COSMOPOLITANISM

Monday, July 25 • Immanuel Kant, *Perpetual Peace*

Tuesday, July 26 • Jürgen Habermas, “Kant’s Idea of Perpetual Peace ...”

Wednesday, July 27 • *Class discussion of cosmopolitanism*

5. GLOBAL POVERTY AND DISTRIBUTIVE JUSTICE

Thursday, July 28 • Peter Singer, “Famine, Affluence, and Morality”

Fri., July 29 • Thomas Nagel, “The Problem of Global Justice”

Mon, August 1 • *Class discussion of global poverty and distributive justice*

6. WOMEN AND GLOBAL JUSTICE

Tuesday, August 2 • Susan Okin, “Is Multiculturalism Bad for Women?”

Wednesday, August 3 • M. Nussbaum, “Capabilities as Fundamental Entitlements”

Thursday, August 4 • *Class discussion of women and global justice*

7. TERRORISM

Friday, August 5 • David Rodin, “Terrorism without Intention”

Saturday, August 6 (*no meeting*) • **Upload second essay to Bb by noon**

Monday, August 8 • Saul Smilansky, “Terrorism, Justification, Illusion”

Tuesday, August 9 • *Class discussion of terrorism*

8. HUMAN RIGHTS

Wednesday, August 10 • Charles Beitz, “Human Rights as a Common Concern”

Thursday, August 11 • David Sussman, “What’s Wrong with Torture?”

Friday, August 12 • *Class discussion of human rights*

Monday, August 15 (*no meeting*) • **Upload third essay to Bb by noon**

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NOTE WELL

► I strongly encourage students to avail themselves of the **Undergraduate Writing Center**, FAC 211, tel. 471-6222, <http://www.uwc.utexas.edu/>. The Center offers free, individualized, expert help with writing, by appointment and on a drop-in basis. Seeking critical feedback from an informed source is a normal part of a successful writing project. Consultants help students develop strategies to improve their writing while fostering the student’s authorial independence. The student alone determines how to use the consultant’s advice. Consultants are trained to improve student writing while preserving the integrity of the student’s work.

► Upon request the University provides appropriate academic accommodations for qualified students with **disabilities**. For more information, contact the Office of the Dean of Students at 6259, 471-6441 TTY.

► In accordance with UT Austin policy, a student must notify me of any pending absence at least fourteen days prior to the date of observance of a **religious holy day**. A student who misses a class and/or assignment will be given an opportunity to complete the missed work within a reasonable period (as determined by the instructor) following the absence.

► Academic **dishonesty** will be treated in line with the University Honor Code at <http://registrar.utexas.edu/catalogs/gi09-0/ch01/index.html>.