

## GLOBAL JUSTICE

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GOV f335Q □ Unique □ 81520 □ Web-based □ First Summer Session 2021 □ Writing Flag

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All Times Listed in the Syllabus are Central Daylight Time (Austin)

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Professor Gregg □ email at any time □ [bgregg@austin.utexas.edu](mailto:bgregg@austin.utexas.edu) □

Zoom Personal Meeting Room □ <https://utexas.zoom.us/j/5148518069>

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Allen Sumrall, TA □ email at any time □ [asumrall@utexas.edu](mailto:asumrall@utexas.edu)

Discussion Sections on Zoom □

Find the address for each session on left-hand side of this page under “Zoom”

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Mandatory Discussion Sections on Zoom, always 5-6 pm, on June 07 (Mon), June 14 (Mon), June 17 (Thurs), June 23 (Wed), June 28 (Mon), July 05 (Mon), July 07 (Wed)

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**COURSE DESCRIPTION** □ This writing-flag seminar provides an overview of major scholarly contributions to the analysis of core issues of global justice today. Each of these issues is unavoidably controversial. Students likely will disagree with each other and with the authors on many of these seven topics. Our goal is not to reach agreement but rather for each student to determine where she stands on each of the seven issues after thoughtful analysis of the assigned authors. The student will articulate and defend that standpoint in each of her four essays. The Teaching Assistants will evaluate essays in terms not of the particular value-commitments and beliefs that guide the student's analysis but rather in terms of how well she articulates, develops, and defends her position, with respect to the two authors, whatever her particular beliefs and value-commitments. □ As for suggestions about good college-level writing, scroll down to find an extensive list.

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**SEVEN TOPICS** ▫ We study seven core issues of justice across national borders by analyzing pairs of competing essays, one pair each on **sovereignty** (*is justice possible outside and among nation states?*); **group right to self-determination** (*is it just that some few peoples, but not the vast majority of peoples, enjoy the right to a sovereign political community?*); **nationalism and patriotism** (*is it morally wrong to privilege our compatriots over foreigners?*); **global poverty and international distributive justice** (*are citizens of rich countries such as the USA immoral or unjust if they decline to transfer some of their national wealth to poor countries?*); **the social and legal status of women in different cultures** (*should there be universal norms for gender equality across all cultures or is that idea culturally imperialistic toward some cultures?*); **terrorism** (*can a minority group without a military force justifiably target non-combatant members of the majority when the majority perpetrates genocide or ethnic cleansing against the minority?*); and **human rights** (*if human rights cannot be anything but the particular values and commitments of particular cultures, are human rights just one more exercise in “might makes right”: human rights as power politics of powerful nations?*).

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**COURSE REQUIREMENTS** ▫ The seminar requires

- (a) the close reading and careful analysis of assigned texts,
- (b) active participation in student-centered discussions on each of our seven issues, conducted synchronously on Zoom,
- (c) submission of seven initial reactions to the readings (one for each unit) as well as one-time participation in discussion-agenda-making, and
- (d) four essays that critically analyze our authors comparatively.

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**EVALUATION** ▫ A student's final grade will be the average of four essays. Essay 1, two pages in length, counts for 10% of the course grade. Essays 2, 3, and 4, each no fewer than three and no more than four pages, each count for 30%. That average may be adjusted for quality of participation in seven Zoom discussions. Students enjoy the option of revising, for content and writing, either the second or third essay, for a higher grade (see "Writing Flag" below). All essays to be uploaded to the seminar's Canvas site, as WORD documents in doc. or docx. No late essays accepted unless for a verified medical condition, documented by a physician's or nurse's note, received within 24-hours of the submission deadline. Grading scale: 97-100 = A+, 94-96 = A, 90-93 = A-, 87-89 = B+, 84-86 = B, 80-83 = B-, 77-79 = C+, 74-76 = C, 70-73 = C-, 67-69 = D+, 64-66 = D, 60-63 = D-

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**INSTRUCTOR & TA AVAILABILITY** ▫ Will respond to email within 24 hours, any day of the week, throughout the session. One-on-one Zoom meetings available on request.

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**REQUIRED TEXT** ▫ *The Global Justice Reader*, ed. T. Brooks (2008) ▫ Inexpensive, used copies available from on-line vendors

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**RECORDED LECTURES** ▫ One for each of the fourteen assigned readings (plus an introductory lecture); for each assigned author, available in advance of the required Canvas post and the associated Zoom meeting. ▫ Lectures available on Canvas (*under "Files"*).

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**REQUIRED ▫ CANVAS POSTINGS ON EACH SET OF READINGS** ▫ Before 11 pm the day before the Zoom discussion, each student shall submit, as a post, to the following day's discussion agenda on our seminar's Canvas site (*under "Discussions"*), a brief, thoughtful, critical, textually based initial thoughts on the two authors of the articles in the unit assigned. Always cite (and reproduce) at least one brief passage from *both* of the unit's two texts *and include the page numbers of material cited*. Keep your comments brief, never longer than a short paragraph. Always compare and contrast the two readings critically with one another. For each of the seven posting assignments, a designated group of students, will draw on some of the 25 submissions to develop a discussion agenda for the corresponding Zoom discussion session, directed by the TA.

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**AVOID THIS PENALTY** ▫ Each failure to submit a post will lower the student's final grade by one-half letter. No late Canvas posts accepted unless for a verified medical condition, documented by a physician's or nurse's note, received within 24-hours of the submission deadline.

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**REQUIRED** ▫ Participation in zoom discussions in real-time ▫ If for any reason you are ever unable to attend a particular discussion section (e.g., for documented health reasons), please contact the TA *before* the scheduled meeting to arrange a make-up. ▫ To test your computer and Internet connectivity: <http://www.laits.utexas.edu/tower/online/courses/>

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In event of technical problem, notify the ta by email ▫ Students who experience technical difficulties in posting initial thoughts to Canvas, or in uploading an essay to Canvas, or in participating in a Zoom discussion, should notify the TA immediately by email.

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**AVOID THIS PENALTY** ▫ Each failure to participate in an assigned Zoom discussion will lower the student's final grade by one-half letter. To avoid this penalty, a student unable to participate in a scheduled Zoom session (for legitimate reasons) may email the TA *before* the scheduled meeting to arrange an ad hoc, make-up Zoom session with the TA at a mutually convenient time *within 24 hours of the original session*. Students may use this option only once.

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**THE DISCUSSION AGENDA** ▫ For each discussion session, three or four students, working together (on-line) will prepare a discussion agenda. Each student is assigned to one of seven agenda-making groups. Each group will draw on some of the responses to (and questions about) the readings, and will work with the TA to facilitate a thoughtful, textually informed discussion about the two authors, in preparation for the essay assignment on those two authors.

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**ESSAYS** ▫ For each of the essays the instructor will provide a list of topics from which students may choose. 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. Develop those insights in terms of one of each of the two authors *from your own perspective*. Your summary of those insights will form your thesis. (Under "files," see a statement on how to write a thesis statement.)

- (a) State that thesis within the first paragraph of your essay,
- (b) then defend it with clear, discursive arguments based on your careful, critical reading of the two authors;
- (c) your reading of the authors should practice close textual analysis, whereby you interpret the authors by your own best lights and defend your interpretation.
- (d) Develop your argument in terms of one thoughtfully chosen concrete or historical example.
- (e) Write as concisely and clearly as possible. Avoid convoluted sentences and overuse of adjectives; avoid run-on paragraphs. Be mindful of word-choice.
- (f) Provide complete page references for all textual citations.

(g) Place material of secondary importance (e.g., definitions of key terms, or background information explaining your empirical or historical example) in an endnote (single-spaced); endnotes do not count toward the page limit and are not limited in length or number

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**WRITING FLAG** □ This course provides students experience with writing in an academic discipline. Students write regularly during the session, complete four substantial writing projects and receive feedback from a Teaching Assistant to improve their writing. Students have the *option* (not a requirement!) to revise the second or third essay, reflecting the Teaching Assistant's feedback on writing and content. To receive credit, the student must use the "track change" function for the submitted document, and she must develop the essay's *content* substantially *beyond* the Teaching Assistant's initial feedback. (Unfamiliar with the "track change" function? Ask the TA.) No page limit. The *optional* revised essay is due on July 11 before 11 pm (same due date and time as the fourth essay). Writing Flag classes meet the Core Communications objectives of Critical Thinking, Communication, Teamwork, and Personal Responsibility, established by the Texas Higher Education Coordinating Board.

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## SCHEDULE

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June 03 (Thursday) ● Optional informal Zoom meeting at 5 pm □ get acquainted with the instructor, the TA and other students □ ask questions □  
<https://utexas.zoom.us/j/98850095720> □

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Lecture 01 ● Introduction, file available on Canvas, under "Files" (page numbers on slides refer to printed text)

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### 1. INTERNATIONAL RELATIONS AMONG NATIONS: A STATE OF NATURE?

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June 05 (Saturday) ● Optional Zoom meeting at 5 pm with the instructor to discuss How to Write the Canvas Postings: <https://utexas.zoom.us/j/96643474899>

Lecture 02 • Thomas Hobbes, Leviathan, file available on Canvas, under "Files" (page numbers on slides always refer to printed text)

Lecture 03 • Charles Beitz, “A State of Nature”

June 06 (Sunday) • Deadline 01 for uploading to "Discussions": brief, comparative response to Hobbes and Beitz before 11 p.m.

June 07 (Monday) • Zoom Discussion 01 • on sovereignty: 5-6 p.m.

June 07 (Monday) • First essay prompts published on Canvas by 8 a.m.

June 08 (Tuesday) • Optional informal Zoom meeting at 6 pm with the instructor ▫ ask questions about the first essay assignment ▫ <https://utexas.zoom.us/j/97991629743> ▫

June 09 (Wednesday) • Optional informal Zoom meeting at 6:30 pm with the instructor ▫ Discuss any aspect of your essay prior to submitting it

June 09 (Wednesday) • Upload first essay (on unit 1) to “Assignments” before 11 p.m. • recommended: submit at least three hours before the deadline • no late essays accepted

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## **2. A PEOPLE'S RIGHT TO SELF-DETERMINATION**

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Lecture 04 • A. Margalit and J. Raz, “National Self-Determination”

Lecture 05 • Allan Buchanan, “Theories of Secession”

June 12 (Saturday) • Deadline 02 for uploading to “Discussions”: brief, COMPARATIVE response to Raz and Buchanan before 11 p.m., with quotations from each text, with cites to the page numbers

June 14 (Monday) • Zoom Discussion 02 • on a right to self-determination: 5-6 p.m.

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## **3. NATIONALISM AND PATRIOTISM**

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Lecture 06 • Robert Goodin, “What is So Special about Our Countrymen?”

Lecture 07 • David Miller, “The Ethics of Nationality”

June 16 (Wednesday) • Deadline 03 for uploading to “Discussions”: brief, comparative response to Goodin and Miller before 11 p.m., with quotations from each text, with cites to the page numbers

June 17 (Thursday) • Zoom Discussion 03 • on nationalism and patriotism: 5-6 p.m.

June 17 (Thursday) • Second essay prompts published on Canvas by 8 a.m.

June 18 (Friday) • Optional informal Zoom meeting at 6 pm with the instructor ▫ ask questions about the second essay assignment: <https://utexas.zoom.us/j/94289962938>

June 19 (Saturday) • Upload second essay (units 2 & 3) to “Assignments” before 11 p.m. (recommended: submit at least three hours before the deadline; no late essays accepted)

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#### **4. GLOBAL POVERTY AND INTERNATIONAL DISTRIBUTIVE JUSTICE**

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Lecture 08 • Peter Singer, “Famine, Affluence, and Morality”

Lecture 09 • Thomas Nagel, “The Problem of Global Justice”

June 22 (Tuesday) • Deadline 04 for uploading to “Discussions”: brief, comparative response to Singer and Nagel before 11 p.m., with quotations from each text, with cites to the page numbers

June 23 (Wednesday) • Zoom Discussion 04 • on global poverty and distributive justice: 5-6 p.m.

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#### **5. JUSTICE FOR WOMEN GLOBALLY**

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Lecture 10 • Susan Okin, “Is Multiculturalism Bad for Women?”

Lecture 11 • Martha Nussbaum, “Capabilities as Fundamental Entitlements”

June 27 (Sunday) • Deadline 05 for uploading to Canvas “Discussions”: brief, comparative response to Okin and Nussbaum before 11 p.m., with quotations from each text, with cites to the page numbers

June 28 (Monday) • Zoom Discussion 05 • on women and global justice: 5-6 p.m.

June 28 (Monday) • Third essay prompts published on Canvas by 8 a.m.

June 29 (Tuesday) • Optional informal Zoom meeting at 6 pm with the instructor ▫ ask questions about the third essay assignment: <https://utexas.zoom.us/j/99706220611>

June 30 (Wednesday) • Upload third essay (units 4 & 5) to "Assignments" before 11 p.m. (recommended: submit at least three hours before the deadline; no late essays accepted)

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## **6. TERRORISM AS A MEANS TO FIGHT TERRORISM**

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Lecture 12 • David Rodin, “Terrorism without Intention”

Lecture 13 • Saul Smilansky, “Terrorism, Justification, Illusion”

July 03 (Saturday) • Deadline 06 for uploading to “Discussions”: brief, comparative response to Rodin and Smilansky before 11 p.m., with quotations from each text, with cites to the page numbers

July 05 (Monday) • Zoom Discussion 06 • on terrorism: 5-6 p.m.

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## **7. HUMAN RIGHTS**

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Lecture 14 • Charles Beitz, “Human Rights as a Common Concern”

Lecture 15 • David Sussman, “What’s Wrong with Torture?”

July 06 (Tuesday) • Deadline 07 for uploading to “Discussions”: brief, comparative response to Beitz and Sussman before 11 p.m., with quotations from each text, with cites to the page numbers

July 07 (Wednesday) • Zoom Discussion 07 • on human rights: 5-6 p.m.

July 09 (Friday) • Fourth essay prompts published on Canvas by 8 a.m.

July 09 (Friday) • Optional informal Zoom meeting at 6 pm with the instructor ▫ ask questions about the fourth essay assignment and/or about your planned revision of your second or third essay: <https://utexas.zoom.us/j/98458406556>

July 11 (Sunday) • Upload fourth essay (units 6 & 7) to “Assignments” before 11 p.m. (recommended: submit at least three hours before the deadline; no late essays accepted)

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*Nota bene 1.* Students with disabilities may request appropriate accommodations from the Division of Diversity and Community Engagement ▪ 512-471-6259 ▪ <http://www.utexas.edu/diversity/ddce/ssd/> (Links to an external site.) Also: *Services for Students with Disabilities*: [diversity.utexas.edu/disability](http://diversity.utexas.edu/disability): ensures that students with disabilities have equal access to academic experiences by determining eligibility and approving reasonable accommodations [\(Links to an external site.\)](#)

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*Nota bene 2.* Assignments processed by TurnItIn, a tool that compares submitted material to an archived database of published work to check for potential plagiarism. Academic dishonesty will be treated in line with the University Honor Code at <http://registrar.utexas.edu/catalogs/gi09-0/ch01/index.html>

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*Nota bene 3.* Requirements, deadlines, & syllabus apply to all students equally □ If by *discrimination* we mean *to treat different students differently*, positively or negatively, on a basis other than individual merit, then please note that I do not discriminate by allowing some students to post after the deadlines or by providing some students preferential treatment in any other way.