

GLOBAL JUSTICE

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GOV s335Q □ Unique 80135 □ Summer Session 2024 □ Writing Flag □ Web-based

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Professor Gregg □ email at any time □ bgregg@austin.utexas.edu

Zoom Meetings □ <https://utexas.zoom.us/j/5148518069>

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TA □ **Mr Aayush Thapa** □ email at any time □ athapa2@sjc.edu

TA Office Hours: by appointment

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Seven *Mandatory* Discussion Sections on Zoom, always 5-6 pm Central Daylight Time, on

July 18 (Thu), July 25 (Thu), July 29 (Mon), August 05 (Mon), August 07 (Wed), August 13 (Tue), August 15 (Thu)

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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 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. □ 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?

A group right to self-determination: can we describe as just the fact that some few peoples, but not most peoples, enjoy the right to a sovereign political community?

Just war: is war just only if guided by absolutist principles or does necessity in self-defense justify relativist principles?

Global poverty and international distributive justice: are citizens of rich countries, such as the USA, unjust if they decline to transfer some of their national wealth to poor countries?

Poverty and women in different parts of the world: given cultural differences and the specificity of women living in developing countries, how do we best address the gendered nature of poverty as well as labor arrangements that discriminate against women?

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?

Human rights: if human rights cannot be anything but the values and commitments of particular cultures, are human rights then 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:

1. the close reading and careful analysis of assigned texts (guided by the prerecorded lectures accessible at any time)
2. active real-time participation in student-centered discussions on each of our seven issues, conducted synchronously on Zoom
3. on-line Canvas submission of seven initial reactions to the readings (one for each unit) as well as one-time participation in discussion-agenda-making in a group of about five students (group assignments are listed below)
4. four essays that critically analyze our authors comparatively, in each case in response to a prompt provided by the instructor, submitted before each deadline.

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AVOID THESE PENALTIES □ A student's final grade will be the average of four essays, adjusted downward

□ *for each failure to submit the required Canvas posts:* July 17, July 24 and 26, August 02, 06, 12, and 14

▫ for each failure to attend the **mandatory discussions sections on Zoom**: July 18, 25, and 29, August 05, 07, 13, and 15 (see below for information on requesting a one-time personal exception to be absent).

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▫ **EVALUATION** ▫ **Essay 1, two full pages in length**, counts for 10% of the course grade.

Essays 2, 3, and 4, each no fewer than three full pages, and no more than four pages, each count for 30%. Students may revise, for content and writing, either the second or third essay, for a higher grade on that essay (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 medical professional's note, received by the TA 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 upon request.

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REQUIRED TEXT ▫ *The Global Justice Reader*, ed. T. Brooks, Revised Edition (2023), ISBN 9781119911524. **Do not purchase the earlier edition; it does not contain all our assigned readings.**

The text for this class is available not only from online vendors but also through the Longhorn Textbook Access program. The student is automatically opted into the latter program but can easily opt-out via Canvas through the 4th class day. If the student remains opted-in at the end of the 4th class day, she will then receive a bill via her "[What I Owe](#)" page and have until the end of the 15th class day to pay and retain access. If she does not pay by then, she will lose access and the charge will be removed. For more information: <https://www.universitycoop.com/longhorn-textbook-access>

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PRERECORDED 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 mandatory Zoom discussion with the TA, 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 statement (or set of questions) on *both* authors of the articles in the unit assigned. Always cite (and reproduce) at least one brief passage from *both* unit’s two texts *and include the page numbers of material cited*. Keep your comments brief, never longer than a short paragraph. Always **compare** 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 submissions to develop a discussion agenda for the corresponding Zoom discussion session, directed by the TA. Postings are not graded. Agendas are not graded.

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AVOID THIS PENALTY □ Each failure to submit a post will lower the student’s final grade. **No late Canvas posts accepted** unless for a verified medical condition, documented by a physician’s or nurse’s note, received by the TA 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. □ Always turn on your video feed □ 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. 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 72 hours of the original session*. Students may use this option only once.

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THE DISCUSSION AGENDA □ For each discussion session, five students, working together (on-line) will prepare a discussion agenda (see group assignments below). 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 TA will provide two topics from which students choose one. 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.)

1. State that thesis within the first paragraph of your essay,
2. then defend it with clear, discursive arguments based on your careful, critical reading of the two authors.
3. Your reading of the authors should practice close textual analysis, whereby you interpret the authors by your own best lights and defend your interpretation.
4. Develop your argument in terms of one thoughtfully chosen concrete or historical example.
5. Write as concisely and clearly as possible. Avoid convoluted sentences and overuse of adjectives; avoid run-on paragraphs. Be mindful of word-choice.
6. Provide complete page references for all textual citations.
7. 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.
8. **No late papers accepted; no extensions; no exceptions. The syllabus applies to all students equally at all times.**

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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 Assistants to improve their writing. The average of the student's performance on four essays determines her course grade, adjusted for participation as noted. Students have the *option (not a*

requirement!) to **revise the second or third essay**, reflecting the TA'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 **August 20** before 11 pm (same due date and time as the fourth essay).

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PENALTIES FOR NOT POSTING AND/OR FAILING TO ATTEND THE ZOOM MEETINGS

1. A student may miss 1 discussion post and 1 Zoom discussion **without penalty**.
2. For every **additional** missed discussion post/Zoom discussion, the student begins to lose grade points according to the following scale:
 - **2** omissions = **-1** grade level (EXAMPLE: A → A-)
 - **3–4** omissions = **-2** grade levels (EXAMPLE: A → B+)
 - **5–6** omissions = **-3** grade levels (EXAMPLE: A → B)

And so on. For example, a student with an A from his essay scores who missed 2 discussion posts and 2 Zoom discussion will end up with a final grade of A- (two omissions net total, therefore minus one grade level, therefore his A becomes A-).

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Use of Generative AI in Course Writing Assignments □ You may use generative AI for *preliminary research tasks*, including the identification of research ideas, theoretical frameworks, or primary sources. You must acknowledge such use by briefly describing it, including the most successful research queries, in an appendix to your essay. You may also use generative AI for *outlining, grammar checks, and revision of organization*. You must clearly identify how you used generative AI for writing tasks by providing a detailed narrative explanation of your use in an appendix to the assignment that includes a description of your AI queries and its responses. It is a violation of the honor code to misrepresent work that you submit or exchange with your instructor, including work produced by a generative AI tool such as ChatGPT, by characterizing that work as your own if it is not.

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SCHEDULE

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Lecture 01 • Introduction, file available on Canvas, under “Files”

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1. **1. IS GLOBAL JUSTICE POSSIBLE -- OR IS JUSTICE POSSIBLE ONLY DOMESTICALLY?**

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July 15 (Monday) • **Optional informal Zoom meeting at 7 pm** □ get acquainted with the instructor, the TA, and some of the other students □ Ask questions about the course, assignments, evaluation criteria □ Instructor will briefly introduce the course (this information also entirely available in the first recorded lecture) □
<https://utexas.zoom.us/j/5148518069>

Lecture 02 • Thomas Hobbes, *Leviathan*, Chs. 14, 17–18 (Chapter 1 in *The Global Justice Reader*, Revised Edition).

Lecture 03 • Charles Beitz, “A State of Nature” (Chapter 2 in *The Global Justice Reader*, Revised Edition).

July 17 (Wednesday) • Deadline 01 for uploading to Canvas Discussions: brief, comparative response to **Hobbes and Beitz** before 11 p.m., with **quotations** from each text, with **cites to the page numbers**

July 18 (Thursday) • Zoom Discussion 01 • on sovereignty: 5-6 p.m.

July 18 (Thursday) • First essay prompts **published on Canvas** by 6 p.m.

July 22 (Monday) • Optional informal Zoom meeting at 6 pm with the instructor □ ask questions about the first essay assignment □ TA will arrange a Zoom address

July 23 (Tuesday) • **Upload first essay** (on unit 1) to Canvas Assignments before 11 p.m. • recommended: submit **several hours before** the deadline • no late essays accepted

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1. 2. A PEOPLE'S RIGHT TO SELF-DETERMINATION

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Lecture 04 • A. Margalit and J. Raz, "National Self-Determination" (Chapter 4 in *The Global Justice Reader*, Revised Edition).

Lecture 05 • Allan Buchanan, "Theories of Secession" (Chapter 5 in *The Global Justice Reader*, Revised Edition).

July 24 (Wednesday) • **Deadline 02** for uploading to Canvas Discussions: brief, comparative response to **Raz/Margalit and Buchanan** before 11 p.m., with **quotations** from each text, with **cites to the page numbers**

July 25 (Thursday) • **Zoom Discussion 02** • on a right to self-determination: 5-6 p.m.

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1. 3. JUST WAR

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Lecture 06 • Thomas Nagel, "War and Massacre" (Chapter 29 in *The Global Justice Reader*, Revised Edition).

Lecture 07 • Jeff McMahan, "Just Cause for War" (Chapter 30 in *The Global Justice Reader*, Revised Edition).

July 26 (Friday) • **Deadline 03** for uploading to Canvas Discussions: brief, comparative response to Nagel and Lazar before 11 p.m., with quotations from each text, with cites to the page numbers

July 29 (Monday) • **Zoom Discussion 03** • on just war: 5-6 p.m.

July 29 (Monday) • Second essay prompts published on Canvas by 6 p.m.

July 31 (Wednesday) • Optional informal Zoom meeting at 6 pm with the instructor □ ask questions about the second essay assignment:

▫ <https://utexas.zoom.us/j/5148518069>

August 01 (Thursday) • **Upload second essay** (units 2 & 3) to Canvas Assignments before 11 p.m. (recommended: submit **several hours before** the deadline; no late essays accepted)

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1. 4. GLOBAL POVERTY AND INTERNATIONAL DISTRIBUTIVE JUSTICE

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Lecture 08 • Peter Singer, “Famine, Affluence, and Morality” (Chapter 20 in *The Global Justice Reader*, Revised Edition).

Lecture 09 • Thomas Nagel, “The Problem of Global Justice” (Chapter 23 in *The Global Justice Reader*, Revised Edition).

August 02 (Friday) • **Deadline 04** for uploading to Canvas Discussions: brief, comparative response to **Singer and Nagel** before 11 p.m., with quotations from each text, with cites to the page numbers

August 05 (Monday) • **Zoom Discussion 04** • on global poverty and distributive justice: 5-6 p.m.

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1. 5. JUSTICE FOR WOMEN GLOBALLY

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Lecture 10 • Susan Okin, “Is Multiculturalism Bad for Women?” (Chapter 34 in *The Global Justice Reader*, Revised Edition).

Lecture 11 • Martha Nussbaum, “On Hearing Women's Voices” (Chapter 36 in *The Global Justice Reader*, Revised Edition).

August 06 (Tuesday) • **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

August 07 (Wednesday) • **Zoom Discussion 05** • on women and global justice: 5-6 p.m.

August 07 (Wednesday) • Third essay prompts published on Canvas by 6 p.m.

August 09 (Friday) • Optional informal Zoom meeting at 6 pm with the instructor □ ask questions about the third essay assignment:

□ <https://utexas.zoom.us/j/5148518069>

August 10 (Saturday) • **Upload third essay** (units 4 & 5) to Canvas Assignments before 11 p.m. (recommended: submit **several hours before** the deadline; no late essays accepted)

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1. 6. TERRORISM AS A MEANS TO FIGHT TERRORISM?

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Lecture 12 • David Rodin, “Terrorism without Intention” (Chapter 32 in *The Global Justice Reader*, Revised Edition).

Lecture 13 • Saul Smilansky, “Terrorism, Justification, Illusion” (Chapter 33 in *The Global Justice Reader*, Revised Edition).

August 12 (Monday) • **Deadline 06** for uploading to Canvas Discussions: brief, comparative response to **Rodin and Smilansky** before 11 p.m., with quotations from each text, with cites to the page numbers

August 13 (Tuesday) • **Zoom Discussion 06** • on terrorism: 5-6 p.m.

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1. 7. HUMAN RIGHTS

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Lecture 14 • James Nickel, “Making Sense of Human Rights” (Chapter 8 in *The Global Justice Reader*, Revised Edition).

Lecture 15 • David Sussman, “What’s Wrong with Torture?” (Chapter 10 in *The Global Justice Reader*, Revised Edition).

August 14 (Wednesday) • **Deadline 07** for uploading to Canvas Discussions: brief, comparative response to **Jones and Sussman** before 11 p.m., with quotations from each text, with cites to the page numbers

August 15 (Thursday) • **Zoom Discussion 07** • on human rights: 5-6 p.m.

August 15 (Thursday) • Fourth essay prompts published on Canvas by 6 p.m.

August 16 (Friday) • Access to dedicated portal for submitting the optional revised essay opens on Canvas by 8 a.m.

August 19 (Monday) • 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/5148518069>

August 20 (Tuesday) • **Upload fourth essay** (units 6 & 7) to Canvas Assignments before 11 p.m. (recommended: submit at least **three hours before** the deadline; no late essays accepted)

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August 20 (Tuesday) • **Optional:** upload to Canvas Assignments before 11 p.m. a revised version of either the second or third essay,

- (a) reflecting the Teaching Assistant's feedback on writing and content and
- (b) developing the essay's **content substantially beyond** the Teaching Assistant's initial feedback.
- (c) To receive credit, the student must use the "track change" function for the submitted document. (*Unfamiliar with "track change"? Ask the TA for information*)
- (d) Minimum three full pages, no upper page limit.
- (e) Students may instead submit a revised version of the first essay, and that version must be at least five full pages in length, with no upper page limit, thoroughly revising the structure and sentence-level clarity while adding additional page number citations.

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